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# TEACHER'S SOURCEBOOK LEVEL 7

EXPRESSWAYS

THORN · · IRWIN

A CORE PROGRAM IN READING, WRITING, LISTENING, SPEAKING

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# EXPRESSWAYS

## TEACHER'S SOURCEBOOK
## LEVEL 7

Elizabeth A. Thorn

Joan M. Irwin

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# Listening Selections

*A listing of the stories and poems that are used with the units is provided here for your convenience.*


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# Expressways

An integrated language arts program in seven levels for the early elementary school years.

**Level 1**
**Level 2** — Grade 1
**Level 3**

**Level 4**
**Level 5** — Grade 2

**Level 6**
**Level 7** — Grade 3

# Expressways

## Core Materials Grade 3: Levels 6 and 7

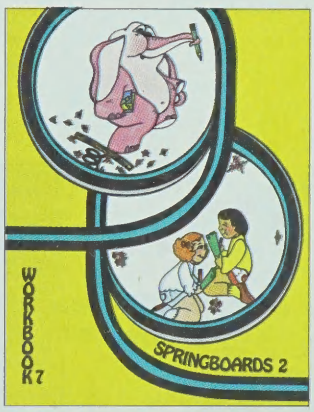
### Pupil's Books

Level 6

Level 7

### Pupil's Workbooks

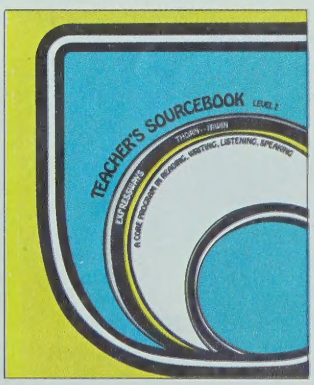
Level 6




Level 7

### Teacher's Sourcebooks

Level 6



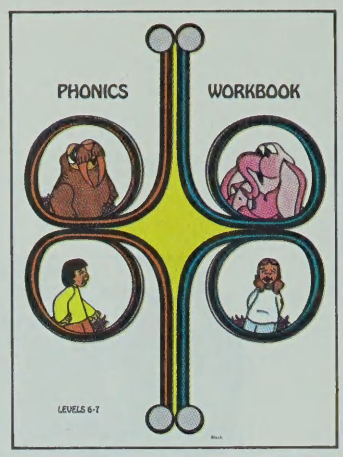

Level 7

# Expressways

## Ancillary Materials Levels 6 and 7

### Phonics Workbook

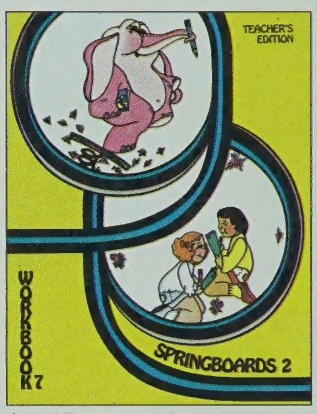
One workbook for Levels 6 and 7 provides extra practice with phonic elements taught in Levels 6 and 7




### Teacher's Edition of the *Workbooks*

overprinted with responses to the exercises for teacher convenience

Level 6



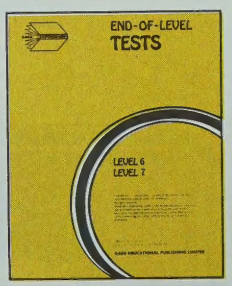

Level 7

### Strange Lake Adventure

A short novel of adventure written, by a teacher, for 8-and 9-year-old pupils

### Tests

End-of-level tests on ditto masters




### Spelling Game

Contains colorful gameboard, playing cards, and spelling lists.

# Expressways

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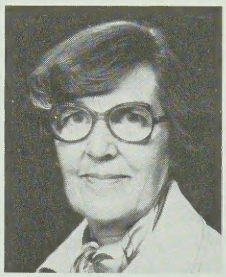

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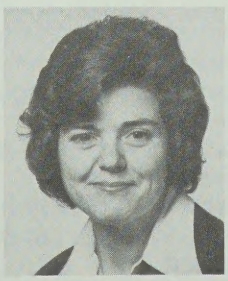

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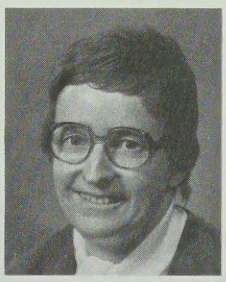

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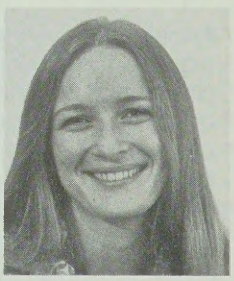

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# Expressways

An integrated language arts program designed to develop the language competence of children in the early years of the elementary school

## Basic Assumptions

1. Language has four strands — the receptive components, listening and reading, and the expressive components, speaking and writing — and competency in each is important to the individual. A language program should be cognizant of and plan for pupil growth in each component.

2. The four strands of language are interrelated and interdependent. A language program should be organized so that experiences in one area are related to, and reinforce learning in, the other areas.

3. Language grows and develops in relation to experience. A language program should capitalize on children's actual experiences and provide vicarious experiences that extend and enrich their backgrounds.

4. Language is used to communicate with other people. Usually it is learned best in social situations that provide opportunities for interaction.

5. Language is a vehicle for thinking, used in establishing relationships among experiences and in organizing and refining ideas. A language program should provide content and situations that stimulate thinking through language.

6. Language presentations take many forms. A language program should provide experience with varied forms of oral presentations (discussions, conversations, storytelling, drama, and so on) and varied forms of written presentations (stories, essays, poems, and so on).

7. Language is often used in relation to visual materials. A language program should help children to relate ideas presented in pictures, diagrams, and so on, to ideas presented in oral or written language.

## Program Goals

The goal of the *Expressways* program is that children will develop language competence commensurate with their potential and stages of development. More specifically, the children will:

- **listen** effectively in a variety of situations
- develop the skills of word perception and interpretation essential to interpreting and evaluating ideas expressed in oral language
- appreciate prose and poetry that is presented orally
- recognize listening as an important method of obtaining information and sharing in the ideas of other people

- **speak** fluently in a variety of situations
- express their ideas, thoughts, and feelings, clearly and confidently
- describe real and vicarious experiences
- use oral language to recall and relate experiences
- develop and refine ideas through oral language
- develop a positive attitude towards speaking as a means of organizing and communicating ideas

- enjoy **reading** a variety of kinds of writing
- develop the skills of word perception and interpretation essential to interpreting and evaluating the ideas expressed in written language
- choose to read independently for a variety of purposes
- recognize reading as an important method of obtaining information and sharing in the ideas of other people

- express their ideas, thoughts, and feelings clearly and confidently in **written** language
- use written language as expression and as record
- develop and refine ideas through written language
- become familiar with the conventions of written form, including handwriting, spelling, and punctuation
- become familiar with a variety of forms of writing
- develop a positive attitude towards writing as a means of organizing and communicating ideas

# Expressways

promotes the development of competence in

## listening

by providing

—child-centred, thought-provoking material to ensure development of skill in listening to, and reacting to, ideas:

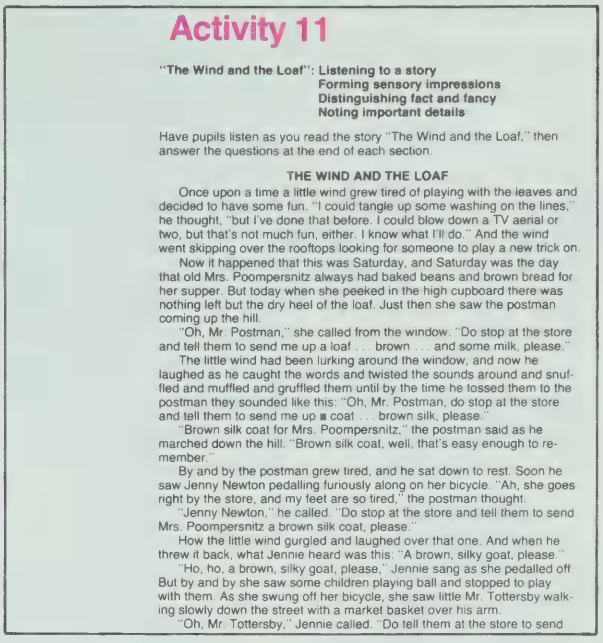
- stories
- poems
- factual selections
- sets of directions
- riddles
- games

—teacher presentation of listening selections and lessons to ensure that pupils will

- attend to oral presentations
- sustain attention for increasing periods of time
- react to the ideas expressed in oral presentations
- listen to the ideas of others about oral presentations
- recognize sounds
- discriminate sounds

—directed instructional activities to ensure that pupils will

- listen for a variety of purposes
- understand meanings of words in spoken context
- recall details accurately
- recall main idea
- summarize ideas
- recognize relationships—sequence; cause-effect; time; space
- relate personal experiences and opinions
- follow oral directions
- distinguish fact, fiction, and fancy
- make inferences
- sense emotional reactions
- form sensory images
- appreciate prose and poetry presented orally



## Activity 11

**"The Wind and the Loaf": Listening to a story**
**Forming sensory impressions**
**Distinguishing fact and fancy**
**Noting important details**

Have pupils listen as you read the story "The Wind and the Loaf," then answer the questions at the end of each section.

**THE WIND AND THE LOAF**

Once upon a time a little wind grew tired of playing with the leaves and decided to have some fun. "I could tangle up some washing on the lines," he thought, "but I've done that before. I could blow down a TV aerial or two, but that's not much fun, either. I know what I'll do." And the wind went skipping over the rooftops looking for someone to play a new trick on.

Now it happened that this was Saturday, and Saturday was the day that old Mrs. Poompersnitz always had baked beans and brown bread for her supper. But today when she peeked in the high cupboard there was nothing left but the dry heel of the loaf. Just then she saw the postman coming up the hill.

"Oh, Mr. Postman," she called from the window. "Do stop at the store and tell them to send me up a loaf . . . brown . . . and some milk, please."

The little wind had been lurking around the window, and now he laughed as he caught the words and twisted the sounds around and snuffled and muffled and gruffled them until by the time he tossed them to the postman they sounded like this: "Oh, Mr. Postman, do stop at the store and tell them to send me up a coat . . . brown silk, please."

"Brown silk coat for Mrs. Poompersnitz," the postman said as he marched down the hill. "Brown silk coat, well, that's easy enough to remember."

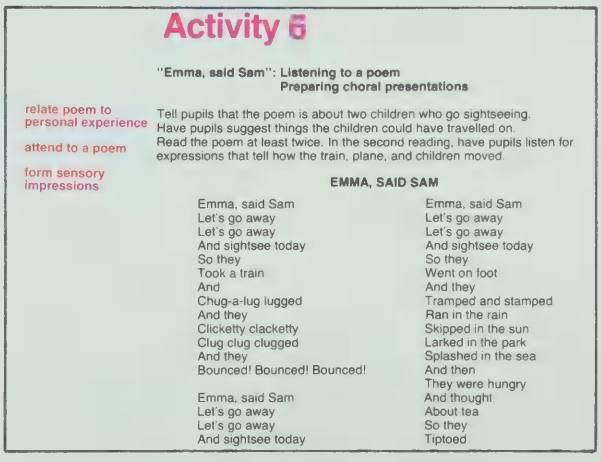
By and by the postman grew tired, and he sat down to rest. Soon he saw Jenny Newton pedalling furiously along on her bicycle. "Ah, she goes right by the store, and my feet are so tired," the postman thought.

"Jenny Newton," he called. "Do stop at the store and tell them to send Mrs. Poompersnitz a brown silk coat, please."

How the little wind gurgled and laughed over that one. And when he threw it back, what Jennie heard was this: "A brown, silky goat, please."

"Ho, ho, a brown, silky goat, please," Jennie sang as she pedalled off. But by and by she saw some children playing ball and stopped to play with them. As she swung off her bicycle, she saw little Mr. Tottersby walking slowly down the street with a market basket over his arm.

"Oh, Mr. Tottersby," Jennie called. "Do tell them at the store to send



## Activity 6

**"Emma, said Sam": Listening to a poem**
**Preparing choral presentations**

relate poem to personal experience

attend to a poem

form sensory impressions

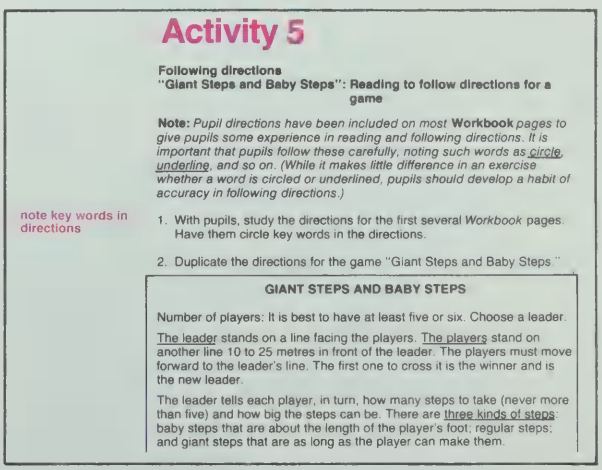
Tell pupils that the poem is about two children who go sightseeing. Have pupils suggest things the children could have travelled on. Read the poem at least twice. In the second reading, have pupils listen for expressions that tell how the train, plane, and children moved.

**EMMA, SAID SAM**

Emma, said Sam
Let's go away
Let's go away
And sightsee today
So they
Took a train
And
Chug-a-lug lugged
And they
Clicketty clacketty
Clug clug clugged
And they
Bounced! Bounced! Bounced!

Emma, said Sam
Let's go away
Let's go away
And sightsee today

Emma, said Sam
Let's go away
Let's go away
And sightsee today
So they
Went on foot
And they
Tramped and stamped
Ran in the rain
Skipped in the sun
Larked in the park
Splashed in the sea
And then
They were hungry
And thought
About tea
So they
Tiptoed



## Activity 5

**Following directions**
**"Giant Steps and Baby Steps": Reading to follow directions for a game**

***Note:*** *Pupil directions have been included on most* **Workbook** *pages to give pupils some experience in reading and following directions. It is important that pupils follow these carefully, noting such words as circle, underline, and so on. (While it makes little difference in an exercise whether a word is circled or underlined, pupils should develop a habit of accuracy in following directions.)*

note key words in directions

1. With pupils, study the directions for the first several *Workbook* pages. Have them circle key words in the directions.

2. Duplicate the directions for the game "Giant Steps and Baby Steps."

**GIANT STEPS AND BABY STEPS**

Number of players: It is best to have at least five or six. Choose a leader.

The leader stands on a line facing the players. The players stand on another line 10 to 25 metres in front of the leader. The players must move forward to the leader's line. The first one to cross it is the winner and is the new leader.

The leader tells each player, in turn, how many steps to take (never more than five) and how big the steps can be. There are three kinds of steps: baby steps that are about the length of the player's foot; regular steps; and giant steps that are as long as the player can make them.

from *Teacher's Sourcebook*, Level 6

# Expressways

promotes the development of competence in

## speaking

by providing

—child-centred materials to stimulate the use of oral language in a variety of situations:

- pictures
- picture sequences
- stories and poems
- direct experiences

—instructional activities to ensure that pupils will

- use oral language for a variety of purposes
- react to ideas in oral presentations and pictured situations
- respond to the ideas of others
- express ideas in sentences
- use varied sentence patterns
- express ideas in sequence
- use precise vocabulary
- dictate sentences for recording in group and individual compositions
- dramatize
- retell stories
- tell a story in sequence
- reproduce rhythmic patterns
- say poems
- participate in small group discussions

from *Trampolines*

## Activity 3

**Developing the Unit theme, Animal Ways**
**Writing a group composition**

Recall the report "Animal Ways." Suggest to pupils that many familiar animals have interesting habits.

prepare an outline

On the chalkboard list the names of animals as pupils give them. (Include both wild and domestic animals.) Then, beside each name, list the interesting habits of that animal. (Use point form, not sentences or paragraphs. Do not include descriptions.) If pupils cannot supply knowledge about some animals, omit them.

select subjects for writing

Study the chalkboard outline with pupils. Have them recognize which animals they know very little about. Suggest that they choose three animals to write about, and help them to realize that they will be able to write more effectively if (i) they have adequate information, and (ii) the information is interesting.

When the three animals have been selected, have the group decide if there is any other information they should add to those specific outlines.

dictate a composition

Have the group dictate one paragraph for each animal, based on the outlined information. Encourage them to plan each paragraph before dictating by deciding on the sequence in which the ideas should be

## Activity 13

**Participating in a group discussion**

**Note:** *The purpose of this lesson is to focus attention on group skills that will help pupils to participate in discussions that are a part of the* **Expressways** *program and in discussions that are planned as a part of other curriculum areas.*

*The teacher's role in setting the stage for productive discussion, and as a group member during the discussion, is vitally important. Discussion will likely be more effective if:*

- the group consists of no more than six members;
- the discussion group is seated in a circle, away from the rest of the class;
- the group members have some background knowledge on which to base a discussion;
- the topic is presented visually as a question on the chalkboard or chart paper, or as a picture or object to be discussed;
- pupils understand clearly the problem posed.

*The teacher can facilitate interaction and development of ideas during the discussion by:*

- questioning a participant to encourage him/her to further develop his/her ideas;
- suggesting that a participant share a particular experience that is relevant to the topic at hand;
- using questions or comments to direct discussion to reluctant participants;
- making comments or offering information as needed to stimulate a lagging discussion;
- summarizing ideas that have been presented, and indicating a new line of thought for possible development.

*However, the teacher's participation should be kept to a minimum and designed to stimulate, encourage, or focus pupil interaction.*

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## Activity 6*

**Developing vocabulary**
**Selecting appropriate adjectives**
**Elaborating sentences**

list adjectives

Write the word tree on the chalkboard. Have pupils give all the adjectives they can that might be used to describe a tree. List these on the chalkboard in random order. Encourage the use of a variety of adjectives other than green, tall, big. (For example: gnarled, twisted, straight, pine, maple, bare, snowy, shade, bent, leafy)

Tell pupils that the tree to be described is on a lawn. Have them circle one adjective that might be used. Point out that choosing one adjective often eliminates others. (It can't be leafy and bare at the same time.)

select adjectives

Have pupils circle all the adjectives that "match" the first one, then, of those circled, choose two that they think combine well to describe a tree.

from *Teacher's Sourcebook*, Level 6

# Expressways

promotes the development of competence in

## reading

by providing

— exciting, child-centred materials to stimulate an interest in reading, to ensure ease of entry into the reading task, and to provide pupils with varied reading experiences:

- group compositions
- stories
- poems
- picture essays
- a novel

— directed instructional activities in word perception ensure that pupils will

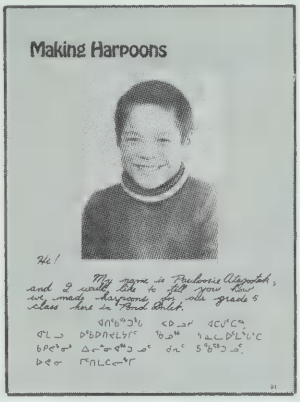
- use a variety of techniques for word recognition
- increase stock of "sight" words
- recognize core vocabulary
- discriminate word forms
- associate sounds and symbols
- use phonic and context cues
- recognize word structure
- begin to use the dictionary

— directed instructional activities in comprehension to ensure that pupils will

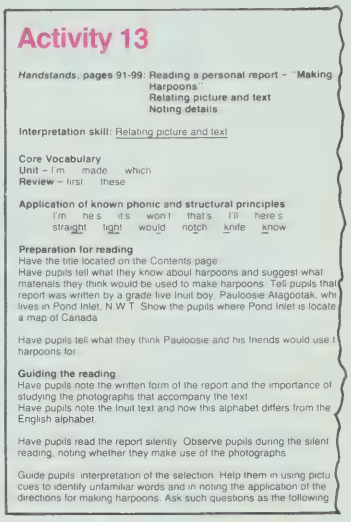
- read for a variety of purposes
- focus attention on the reading act
- sustain attention in reading for increasing periods of time
- understand word meaning in written context
- classify
- note and recall details
- note and recall main idea
- recognize relationships — sequence, cause-effect, time, space
- distinguish fact, fiction, and fancy
- make inferences
- predict outcomes
- sense emotional reactions
- form sensory images
- form conclusions
- make judgments
- interpret a story orally

— activities in thought-provoking practice material to ensure that pupils will

- apply phonic knowledge
- recognize core vocabulary
- understand sentences
- understand question and answer pattern
- follow written directions
- classify
- extend vocabulary knowledge


Making Harpoons

from *Handstands*


**Activity 13**

*Handstands*, pages 91-99: Reading a personal report – "Making Harpoons"
Relating picture and text
Noting details

Interpretation skill: Relating picture and text

Core Vocabulary
Unit – I'm made which
Review – first these

Application of known phonic and structural principles
I'm he's it's won't that's I'll here's
straight tight would notch knife know

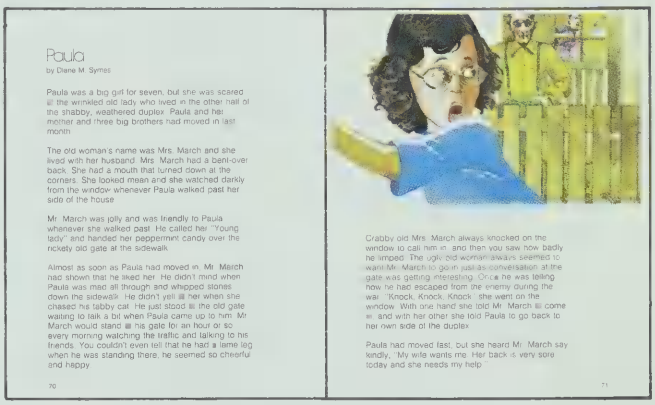
Preparation for reading
Have the title located on the Contents page.
Have pupils tell what they know about harpoons and suggest what materials they think would be used to make harpoons. Tell pupils that the report was written by a grade five Inuit boy, Pauloosie Alagootak, who lives in Pond Inlet, N.W.T. Show the pupils where Pond Inlet is located on a map of Canada.

Have pupils tell what they think Pauloosie and his friends would use their harpoons for.

Guiding the reading
Have pupils note the written form of the report and the importance of studying the photographs that accompany the text.
Have pupils note the Inuit text and how this alphabet differs from the English alphabet.

Have pupils read the report silently. Observe pupils during the silent reading, noting whether they make use of the photographs.

Guide pupils' interpretation of the selection. Help them in using pictu cues to identify unfamiliar words and in noting the application of the directions for making harpoons. Ask such questions as the following


Paula
by Diane M. Symes

Paula was a big girl for seven, but she was scared of the wrinkled old lady who lived in the other half of the shabby, weathered duplex. Paula and her mother and three big brothers had moved in last month.

The old woman's name was Mrs. March and she lived with her husband. Mrs. March had a bent-over back. She had a mouth that turned down at the corners. She looked mean and she watched darkly from the window whenever Paula walked past her side of the house.

Mr. March was jolly and was friendly to Paula whenever she walked past. He called her "Young lady" and handed her peppermint candy over the rickety old gate at the sidewalk.

Almost as soon as Paula had moved in, Mr. March had shown that he liked her. He didn't mind when Paula was mad all though and whipped stones down the sidewalk. He didn't yell at her when she chased his tabby cat. He just stood at the old gate waiting to talk a bit when Paula came up to him. Mr. March would stand at his gate for an hour or so every morning watching the traffic and talking to his friends. You couldn't even tell that he had a lame leg when he was standing there. he seemed so cheerful and happy.

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Crabby old Mrs. March always knocked on the window to call him in, and then you saw how badly he limped. The ugly old woman always seemed to want Mr. March to go in just as conversation at the gate was getting interesting. Once he was telling how he had escaped from the enemy during the war. "Knock, Knock, Knock," she went on the window. With one hand she told Mr. March to come in, and with her other she told Paula to go back to her own side of the duplex.

Paula had moved fast, but she heard Mr. March say tenderly, "My wife wants me. Her back is very sore today and she needs my help."

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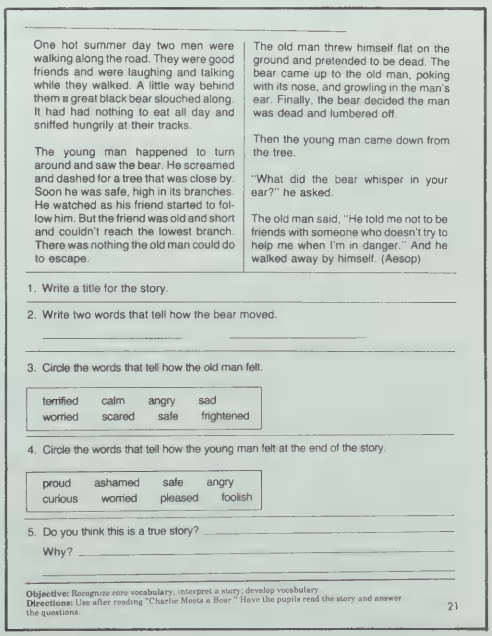
from *Trampolines*


One hot summer day two men were walking along the road. They were good friends and were laughing and talking while they walked. A little way behind them a great black bear slouched along. It had had nothing to eat all day and sniffed hungrily at their tracks.

The young man happened to turn around and saw the bear. He screamed and dashed for a tree that was close by. Soon he was safe, high in its branches. He watched as his friend started to follow him. But the friend was old and short and couldn't reach the lowest branch. There was nothing the old man could do to escape.

The old man threw himself flat on the ground and pretended to be dead. The bear came up to the old man, poking with its nose, and growling in the man's ear. Finally, the bear decided the man was dead and lumbered off.

Then the young man came down from the tree.

"What did the bear whisper in your ear?" he asked.

The old man said, "He told me not to be friends with someone who doesn't try to help me when I'm in danger." And he walked away by himself. (Aesop)

1. Write a title for the story.

2. Write two words that tell how the bear moved.

3. Circle the words that tell how the old man felt.

| | | | |
|---|---|---|---|
| terrified | calm | angry | sad |
| worried | scared | safe | frightened |

4. Circle the words that tell how the young man felt at the end of the story.

| | | | |
|---|---|---|---|
| proud | ashamed | safe | angry |
| curious | worried | pleased | foolish |

5. Do you think this is a true story? _____
Why? _____

**Objective:** Recognize core vocabulary, interpret a story, develop vocabulary
**Directions:** Use after reading "Charlie Meets a Bear." Have the pupils read the story and answer the questions.

21

from *Workbook*, Level 6

# Expressways

promotes the development of competence in

## writing

by providing

—child-centred situations to stimulate interest in writing as a means of expression and record

- pictures
- oral presentations of stories and poems
- direct experiences in school and community surroundings
- group discussions of high-interest topics

—directed instructional activities to ensure that pupils will

- use written language for a variety of purposes
- associate oral and written language
- associate sounds and symbols
- spell words
- recognize some conventions of written language
- use conventions of written language
- understand and begin to use form
- develop ideas for writing (dictating) group compositions
- write individual compositions
- develop proofreading and revising skills
- increase ability to write sentences and paragraphs

—practice material to provide opportunities to ensure that pupils will

- spell words
- write words
- write sentences
- write paragraphs, stories, and poems

### Spelling Activity 4

ate face
late place
lake space
snake grade
same

1. Use the pretest procedure outlined in Spelling Activity 1, Unit 52, with the words at the left.
2. Use the WSP with any words spelled incorrectiy in the pretest. Focus attention on (i) the use of c to represent /s/ in face, place, space, and (ii) the e at the end.

### Spelling Activity 5

1. Say: ate, make, plate, space
   Ask: What vowel sound do you hear in each word?
   What vowel letters would you write in each word?

ate plate
make space

Have the words at the left (ate, make, plate, space) written on the chalkboard and direct attention to the spelling pattern used to represent /ā/.

Point out that other spelling patterns can also be used to represent /ā/.

Write rain, say to illustrate alternatives.

take race
game shame
shake frame
brave cape

2. Dictate the words at the left. (Tell pupils that all these words use the first pattern to represent /ā/.)
3. Write the words on the chalkboard and direct attention to the spelling pattern used to represent /ā/. Have pupils check their spelling.
4. Dictate the following sentences:
   I like to race on my bike.
   The snake ate a frog.

from *Teacher's Sourcebook*, Level 6

### Activity 4

**Talking about the Unit theme, Imagine!**
**Telling imaginative stories**
**Writing a group composition**

Write the word imagine on the chalkboard, and recall the discussion of Activity 1.

relate Unit theme to personal experience

Have pupils react to questions such as the following:
When do you like to imagine?
What kinds of things do you imagine?
Is it important to imagine when you read?

Have each of the following paragraphs written on cards. Distribute them to group members.

> Tony started to run along the zigzag path toward home. The shadows became longer, and the sun went down behind the mountain. Suddenly he saw THEM everywhere – all shapes and all sizes, some spotted, some plain – and they were all coming toward him.
> Imagine! What happened?

> Mrs. Beedlebee got her little bit of garden ready and planted the package of tiny, brown petunia seeds. But something was left in the package – it was a big seed – a very big seed. And it was as blue as a robin's egg. Mrs. Beedlebee had never seen such a big seed before – and she'd never seen a blue seed before – but she planted it anyway.
> Imagine! What happened?

> "This isn't a snowstorm any more," Trina thought to herself. "It's a blizzard! I'd better hurry!" But the snow got thicker, and the wind got stronger until Trina could hardly see where she was going. She should have been on her own block now, but everything looked strange.
> Imagine! What happened?

compose and tell imaginative stories

Have each pupil with a card read the story beginning to the group, and, after allowing a short time for "imagining," choose several different pupils to complete it.
Be sure pupils note that different imaginations created different endings.

Have the following story beginning on the chalkboard:
It's hard to be a fisherman (farmer) in the city. But _____ was determined to be just that.

### Activity 12

**Writing a story**

Talk briefly with pupils about having adventures, relating the talk to ideas developed in earlier activities of the unit.

plan a story

On the chalkboard develop a chart about possible adventures, similar to the following:

| Who | Where | What kind |
|---|---|---|
| by yourself | around here | real |
| with your family | in another town | make-believe |
| with your friends | far, far, away | |
| with the class | | |
| with a neighbor | | |

Suggest that each pupil plan an adventure to write about by deciding who will have it, where it will take place, and whether it will be realistic or make-believe.

Divide the group into pairs and have pupils discuss *briefly* what their stories will be about. Encourage them to raise questions with their partners, as this will help to clarify the story line.

write a story

share a story

Have pupils write their stories and then share them with their partners. Encourage them to note how the story has been refined and perhaps changed as it was written.

***Workbook* Activity, page 37: Writing a tall tale**

interpret illustrations

Have pupils study the illustrations based on the listening selection "How Old Paul Invented Doughnuts." Have them write captions for each of the illustrations.

The Big Horn Sheep have magnificent curled horns. They are very strong horns. The female has 1 or 2 babies.

The Big Horn Sheep have what I call great feet. They can go up a really slanted hill or a lot of rocks like in the Rocky Mountains.

The Big Horn Sheep have a good fast speed when an enemy would strike. They also can take big jumps at once.

The Big Horn Sheep feed on grass, stems from flowers, new leaves off a tree or a bush.

individual pupil writing

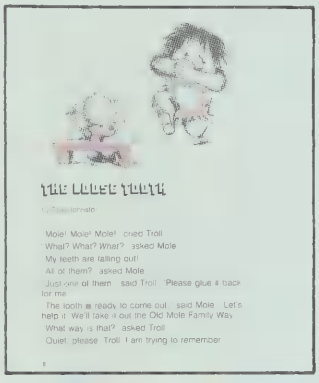
# Expressways

is an **integrated** language arts program

To strengthen language learning, the program stresses integration in a number of ways:

## I Theme

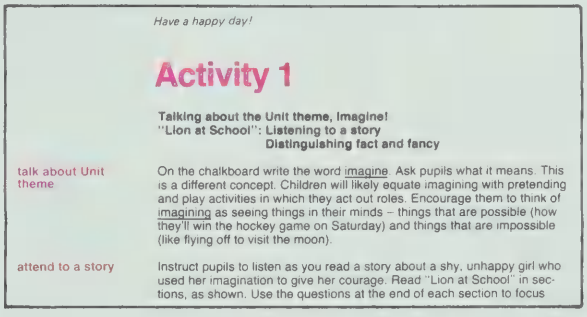
In each unit, experiences and learning activities in each language area are related to a theme. Pupils are thus provided with a variety of ideas to consider and organize using language.



THE LOOSE TOOTH

Mole! Mole! Mole! cried Troll.
What? What? What? asked Mole.
My teeth are falling out!
All of them? asked Mole.
Just one of them, said Troll. Please glue it back for me.
The tooth is ready to come out, said Mole. Let's help it. We'll take it out the Old Mole Family Way.
What way is that? asked Troll.
Quiet, please, Troll. I am trying to remember.

from *Handstands*



*Have a happy day!*

**Activity 1**

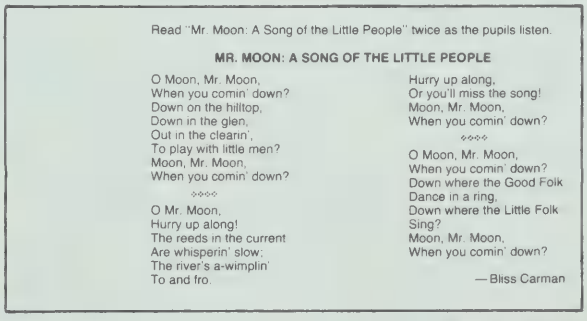
**Talking about the Unit theme, Imagine!**
**"Lion at School": Listening to a story**
**Distinguishing fact and fancy**

talk about Unit theme

On the chalkboard write the word imagine. Ask pupils what it means. This is a different concept. Children will likely equate imagining with pretending and play activities in which they act out roles. Encourage them to think of imagining as seeing things in their minds – things that are possible (how they'll win the hockey game on Saturday) and things that are impossible (like flying off to visit the moon).

attend to a story

Instruct pupils to listen as you read a story about a shy, unhappy girl who used her imagination to give her courage. Read "Lion at School" in sections, as shown. Use the questions at the end of each section to focus



Read "Mr. Moon: A Song of the Little People" twice as the pupils listen.

**MR. MOON: A SONG OF THE LITTLE PEOPLE**

O Moon, Mr. Moon,
When you comin' down?
Down on the hilltop,
Down in the glen,
Out in the clearin',
To play with little men?
Moon, Mr. Moon,
When you comin' down?

◇◇◇◇

O Mr. Moon,
Hurry up along!
The reeds in the current
Are whisperin' slow;
The river's a-wimplin'
To and fro.

Hurry up along,
Or you'll miss the song!
Moon, Mr. Moon,
When you comin' down?

◇◇◇◇

O Moon, Mr. Moon,
When you comin' down?
Down where the Good Folk
Dance in a ring,
Down where the Little Folk
Sing?
Moon, Mr. Moon,
When you comin' down?

—Bliss Carman

Write "make-believe" on the line if the paragraph comes from a story that is make-believe. Underline the words that tell you it is make-believe.

Once upon a time, long, long ago, a land called What's-Its-Name was ruled by a very good queen. She had just one fault. She could remember all kinds of difficult things but couldn't remember everyday things like where she put her crown or where she kept the key to the safe.

Mrs. Duck swam proudly out from the reeds that edged the pond, and behind her a long row of ducklings swung into line. Then Gloria stopped into place behind the last duckling. Gloria didn't belong in that line. She wasn't a duck; she was a goose, and a grown-up goose at that.

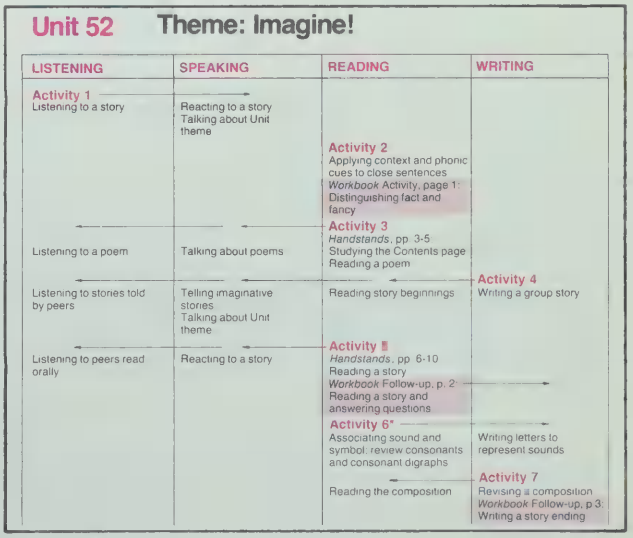
Nobody in the whole country worked because they all had plenty of gold. Where did they get it? Why, from the mermaids, of course. For every May the mermaids sat on the rocks on the shore and made themselves new dresses for the coming year. They left the old ones lying in the sand and as the sun dried them, the green scales turned into pieces of gold.

There was once a boy who was thinner than thin — as thin as paper. He looked very strange and different, and he could do very unusual things. He had a habit of sliding under doors instead of opening them. Instead of writing a letter to his uncle, he folded himself into an envelope and went through the mail to visit.

Martin perched on a high stool by the kitchen stove watching the pancakes cook. He counted bubbles as they appeared: 1, 2, 3, 4, 5 and then he flipped the pancake.

All the people are hurrying home —
People
With babies,
And people alone
Wagons and bicycles and big red trucks,
And kids shooting home with their hockey pucks

from *Workbook*, Level 6



**Unit 52 Theme: Imagine!**

| LISTENING | SPEAKING | READING | WRITING |
|---|---|---|---|
| **Activity 1** Listening to a story | Reacting to a story<br>Talking about Unit theme | | |
| | | **Activity 2** Applying context and phonic cues to close sentences<br>*Workbook* Activity, page 1: Distinguishing fact and fancy | |
| Listening to a poem | Talking about poems | **Activity 3** *Handstands*, pp. 3-5<br>Studying the Contents page<br>Reading a poem | |
| Listening to stories told by peers | Telling imaginative stories<br>Talking about Unit theme | Reading story beginnings | **Activity 4** Writing a group story |
| Listening to peers read orally | Reacting to a story | **Activity 5** *Handstands*, pp. 6-10<br>Reading a story<br>*Workbook* Follow-up, p. 2: Reading a story and answering questions | |
| | | **Activity 6*** Associating sound and symbol: review consonants and consonant digraphs | Writing letters to represent sounds |
| | | Reading the composition | **Activity 7** Revising a composition<br>*Workbook* Follow-up, p 3: Writing a story ending |

from *Teacher's Sourcebook*, Level 6

unit overview chart highlights integration

the arrows identify the major aspects of integration inherent in each activity: for example,

speaking ⟶ writing ⟶ reading

Pupils express in oral language their ideas about a theme — they dictate (write) sentences — they read the sentences — and they read a story or essay about the theme.

Thus pupils' growing skill in using oral language patterns is reflected in the language they see written and that they read.

## II Skills

Learning activities are organized so that experiences in one area of language are related to and reinforce learning in another area. This facilitates learning and ensures economy of time for both pupil and teacher. For example, in one unit:

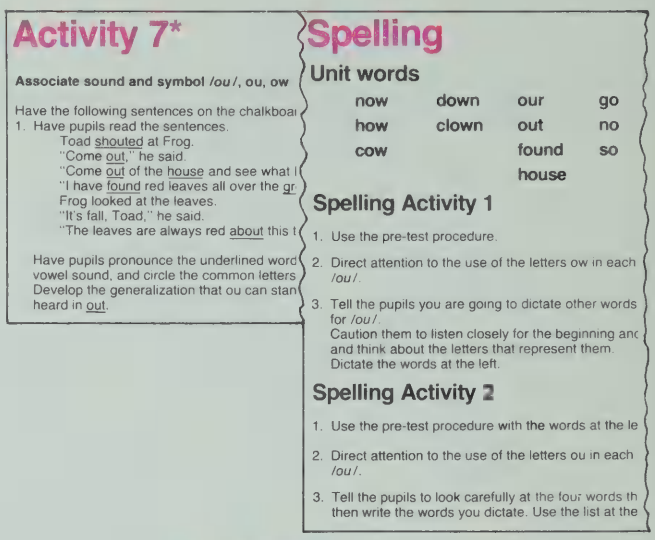
- **word recognition skills**

*listening* – auditory recognition */ou/*

*reading* – visual recognition ou, ow

*writing* – spelling words with ou, ow

*speaking* – saying words beginning with */ou/*



**Activity 7***

**Associate sound and symbol /ou/, ou, ow**

Have the following sentences on the chalkboa
1. Have pupils read the sentences.
Toad shouted at Frog.
"Come out," he said.
"Come out of the house and see what I
"I have found red leaves all over the gr
Frog looked at the leaves.
"It's fall, Toad," he said.
"The leaves are always red about this t

Have pupils pronounce the underlined word vowel sound, and circle the common letters. Develop the generalization that ou can stan heard in out.

**Spelling**

**Unit words**

| | | | |
|---|---|---|---|
| now | down | our | go |
| how | clown | out | no |
| cow | | found | so |
| | | house | |

**Spelling Activity 1**

1. Use the pre-test procedure.
2. Direct attention to the use of the letters ow in each */ou/*.
3. Tell the pupils you are going to dictate other words for */ou/*.
Caution them to listen closely for the beginning and and think about the letters that represent them. Dictate the words at the left.

**Spelling Activity 2**

1. Use the pre-test procedure with the words at the le
2. Direct attention to the use of the letters ou in each */ou/*.
3. Tell the pupils to look carefully at the four words th then write the words you dictate. Use the list at the

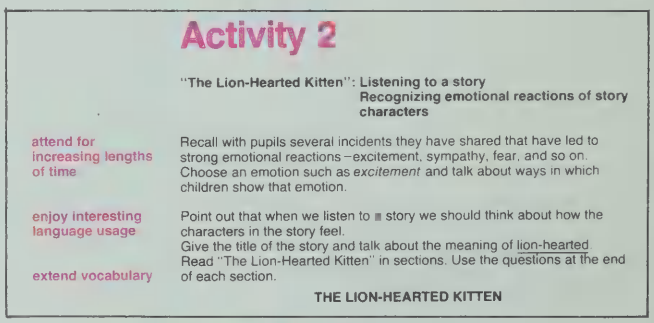
- **Comprehension**

*listening* — understand emotional reactions of story characters

*speaking* — telling how people feel
— using vocabulary to describe emotions

*writing* — dictating sentences describing how people feel and react

*reading* — understand emotional reactions of story characters



**Activity 2**

**"The Lion-Hearted Kitten": Listening to a story**
**Recognizing emotional reactions of story characters**

attend for increasing lengths of time

Recall with pupils several incidents they have shared that have led to strong emotional reactions – excitement, sympathy, fear, and so on. Choose an emotion such as *excitement* and talk about ways in which children show that emotion.

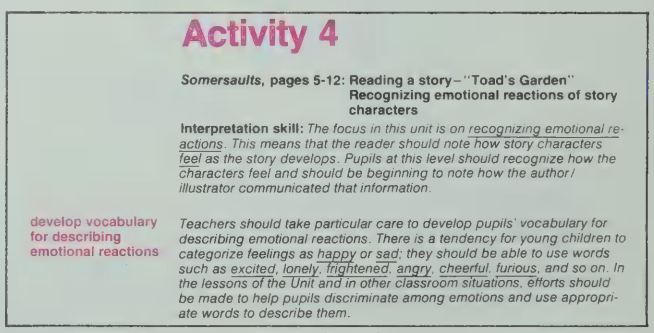
enjoy interesting language usage

Point out that when we listen to a story we should think about how the characters in the story feel.
Give the title of the story and talk about the meaning of lion-hearted.

extend vocabulary

Read "The Lion-Hearted Kitten" in sections. Use the questions at the end of each section.

THE LION-HEARTED KITTEN



**Activity 4**

***Somersaults*, pages 5-12: Reading a story – "Toad's Garden"**
**Recognizing emotional reactions of story characters**

**Interpretation skill:** *The focus in this unit is on recognizing emotional reactions. This means that the reader should note how story characters feel as the story develops. Pupils at this level should recognize how the characters feel and should be beginning to note how the author/illustrator communicated that information.*

develop vocabulary for describing emotional reactions

*Teachers should take particular care to develop pupils' vocabulary for describing emotional reactions. There is a tendency for young children to categorize feelings as happy or sad; they should be able to use words such as excited, lonely, frightened, angry, cheerful, furious, and so on. In the lessons of the Unit and in other classroom situations, efforts should be made to help pupils discriminate among emotions and use appropriate words to describe them.*

from *Teacher's Sourcebook*, Level 4

## III Other areas of curriculum

Themes are chosen from all areas of human experience — this enables the teacher to integrate the curriculum in other areas with the language curriculum.

**Theme: I like lots of things**

**Theme: Me**

**Theme: Trying new things**

**Theme: We like to imagine**

**Theme: Animals are interesting**

**Theme: Choosing**

**Theme: People make things we need**

# Expressways

# Teacher's Sourcebook

## Easy to Use

## Some Features

### 1. Units

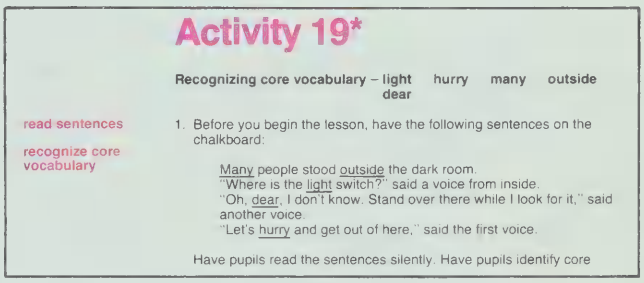
Each level of the program is divided into units. The units are numbered consecutively from level to level to facilitate

- continuous progress
- communication of pupil progress
- ease of record keeping

| | |
|---|---|
| Level 1 | Units 1-14 |
| Level 2 | Units 15-24 |
| Level 3 | Units 25-34 |
| Level 4 | Units 35-43 |
| Level 5 | Units 44-51 |
| Level 6 | Units 52-57 |
| Level 7 | Units 58-63 |

### 2. Activities (lessons)

Each unit consists of a series of activities or lessons that provide variety in instructional materials and procedures to ensure development of skills in **listening, speaking, reading, writing.**



**Activity 19***

**Recognizing core vocabulary** – **light** **hurry** **many** **outside** **dear**

read sentences

recognize core vocabulary

1. Before you begin the lesson, have the following sentences on the chalkboard:

Many people stood outside the dark room.
"Where is the light switch?" said a voice from inside.
"Oh, dear, I don't know. Stand over there while I look for it," said another voice.
"Let's hurry and get out of here," said the first voice.

Have pupils read the sentences silently. Have pupils identify core

**Experience extension:** Have each pupil think of or invent his/her own family way of pulling a loose tooth. Then have pupils, in pairs, take the roles of Mole and Troll and dramatize the scene as the new method is explained to Troll.

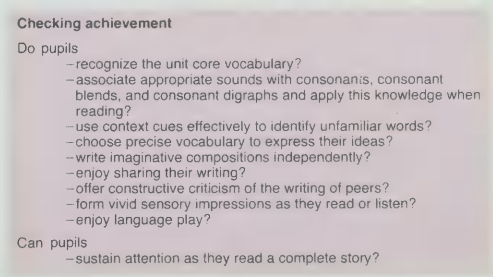
***Workbook* Follow-up, page 2: Reading a story**

### 3. Experience Extensions

Suggestions for optional experiences related to unit themes that should extend and/or enrich background of students

### 4. Checking Achievement

At the end of each unit a list of the concepts and language learnings covered in that unit — to aid in record keeping, diagnosis, reteaching, planning



**Checking achievement**

Do pupils
- recognize the unit core vocabulary?
- associate appropriate sounds with consonants, consonant blends, and consonant digraphs and apply this knowledge when reading?
- use context cues effectively to identify unfamiliar words?
- choose precise vocabulary to express their ideas?
- write imaginative compositions independently?
- enjoy sharing their writing?
- offer constructive criticism of the writing of peers?
- form vivid sensory impressions as they read or listen?
- enjoy language play?

Can pupils
- sustain attention as they read a complete story?

### 5. Spelling

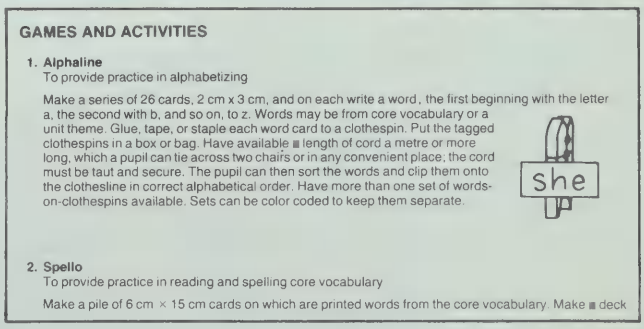
A learning-to-spell series. of activities is included in each unit

### 6. Appendix

**Teacher-Directed Games and Activities**
Suggestions for games and activities that require some teacher preparation and direction

**Additional Word Recognition Lessons**
Extra lessons on some of the important phonics and structure concepts taught at Level 7 — for those pupils who need additional help.

**List of Publishers' Addresses**
Sources for the books listed under *Books to Read* in each unit.



**GAMES AND ACTIVITIES**

1. **Alphaline**
To provide practice in alphabetizing

Make a series of 26 cards, 2 cm x 3 cm, and on each write a word, the first beginning with the letter a, the second with b, and so on, to z. Words may be from core vocabulary or a unit theme. Glue, tape, or staple each word card to a clothespin. Put the tagged clothespins in a box or bag. Have available a length of cord a metre or more long, which a pupil can tie across two chairs or in any convenient place; the cord must be taut and secure. The pupil can then sort the words and clip them onto the clothesline in correct alphabetical order. Have more than one set of words-on-clothespins available. Sets can be color coded to keep them separate.



2. **Spello**
To provide practice in reading and spelling core vocabulary

Make a pile of 6 cm × 15 cm cards on which are printed words from the core vocabulary. Make a deck

from *Teacher's Sourcebook*, Level 6

# Teacher's Sourcebook

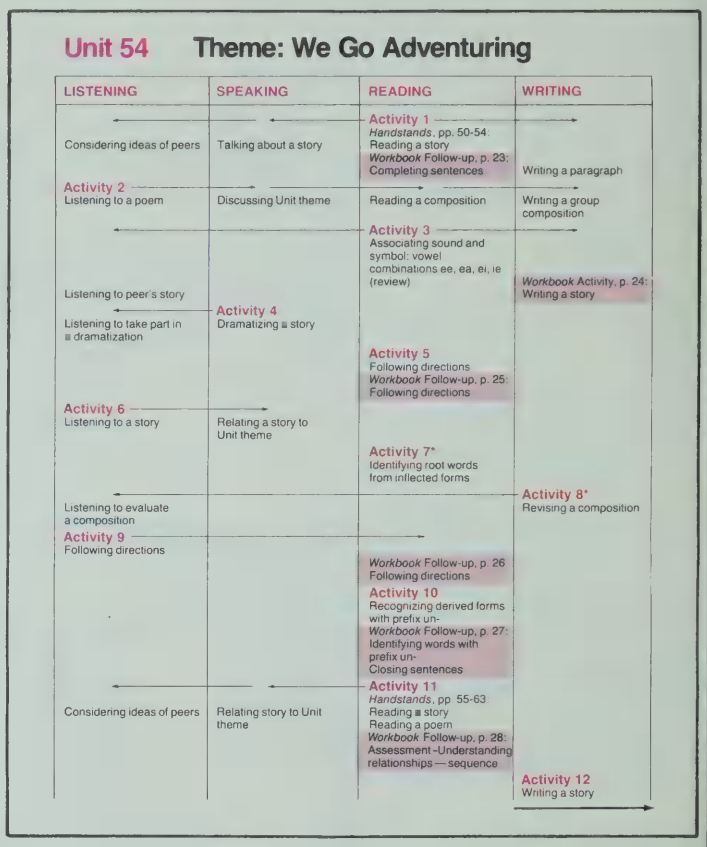
## Unit Introduction

Units consist of a series of integrated listening, speaking, reading, and writing activities centred on a theme.

**Unit Overview Chart**
gives the teacher a quick overview of the lesson (activities) in the unit. Each lesson is listed under the language area that receives major emphasis.

**Arrows** identify principal aspects of integration inherent in each activity.

**Blocks of color** in the chart indicate workbook pages.



**Unit 54 Theme: We Go Adventuring**

| LISTENING | SPEAKING | READING | WRITING |
|---|---|---|---|
| | | Activity 1<br>*Handstands*, pp. 50-54:<br>Reading a story<br>*Workbook* Follow-up, p. 23:<br>Completing sentences | |
| Considering ideas of peers | Talking about a story | | Writing a paragraph |
| Activity 2<br>Listening to a poem | Discussing Unit theme | Reading a composition | Writing a group composition |
| | | Activity 3<br>Associating sound and symbol: vowel combinations ee, ea, ei, ie (review) | |
| Listening to peer's story | | | *Workbook* Activity, p. 24:<br>Writing a story |
| Listening to take part in a dramatization | Activity 4<br>Dramatizing a story | | |
| | | Activity 5<br>Following directions<br>*Workbook* Follow-up, p. 25:<br>Following directions | |
| Activity 6<br>Listening to a story | Relating a story to Unit theme | | |
| | | Activity 7*<br>Identifying root words from inflected forms | |
| Listening to evaluate a composition | | | Activity 8*<br>Revising a composition |
| Activity 9<br>Following directions | | | |
| | | *Workbook* Follow-up, p. 26<br>Following directions | |
| | | Activity 10<br>Recognizing derived forms with prefix un-<br>*Workbook* Follow-up, p. 27:<br>Identifying words with prefix un-<br>Closing sentences | |
| Considering ideas of peers | Relating story to Unit theme | Activity 11<br>*Handstands*, pp. 55-63:<br>Reading a story<br>Reading a poem<br>*Workbook* Follow-up, p. 28:<br>Assessment–Understanding relationships—sequence | |
| | | | Activity 12<br>Writing a story |

## Independent Activities

At the beginning of each unit, there is a list of suggestions for activities that pupils can complete independently. For the busy teacher who groups pupils for instruction, this list provides an immediate source of worthwhile activities for pupils not involved in direct instruction. The teacher will, of course, choose only the activities that are appropriate to a particular group or to a particular circumstance.

**INDEPENDENT ACTIVITIES**

1. Have pupils who need additional practice in word recognition skills use the relevant pages in the *Phonics Workbook*.
2. Have pupils prepare individual picture essays of activities or objects that express ideas related to the unit theme, Living in Canada. Have them share their essays by reading the text to the group. When all the essays have been completed, display them in the classroom.
3. Have pupils prepare individual booklets titled "Living in Canada." Suggest that pupils choose different aspects (for example, "Canadian Scenery," "Working in Canada," "Farming in Canada," "Canadian Cities," and so on.) Have the booklets placed on the reading centre for others to enjoy.
4. Have pupils make "then and now" charts depicting items (i) that were used in pioneer days and (ii) the modern equivalents of those items.
5. Have pupils make outlines of the steps to be followed in constructing a log cabin and a harpoon. This activity could be extended to include sets of directions for making things that are of personal interest to the pupils. These additional sets of instructions might be illustrated to provide greater clarity.
6. Place recordings or tapes of suitable Canadian folk songs in the listening centre.
7. Have pupils write individual compositions on topics of their own choice.

**BOOKS TO READ**

1. *Mary of Mile 18*, Ann Blades (Tundra)
   Mary, who has a pet wolf puppy, lives in a backwoods Mennonite community in British Columbia.
2. *Sajo and the Beaver People*, Grey Owl (Macmillan)
   Two orphaned Ojibwa children live an exciting life with two orphaned beaver kittens in Northern Quebec.
3. *Kivi Speaks*, Virginia C. Cutlice (Lothrop, Lee & Shepard)
   Kivi tells of his family's life in an Eskimo village.
4. *Whirlwind Is a Ghost Dancing*, Nancy Belting (Dutton)
   Poetry and lore of North American Indians.

**Note:** *If any of the following books are in your library, you may wish to read parts of them to your pupils or have them available for reference.*

## Books to Read

A list of library books that relate to the unit theme is provided for the teacher who reads to his/her pupils frequently.

# Teacher's Sourcebook

## Unit Activities

### Easy to use

- each lesson clearly identified
- lesson purpose and materials in bold type
- objectives clearly stated in margin
- directions brief, succinct, clear
- questions and/or direct teacher remarks indented for easy identification
- words used for instruction always underlined

- workbook designations

**Workbook Follow-up:** indicates a page that provides practice on the concept taught in the preceding lesson.

**Workbook Activity:** indicates a practice page not related directly to the preceding lesson.

**Workbook:** indicates that the page is used in a teacher-directed lesson.

- **Note**—clarifies or amplifies instructional suggestions.

- **Listening:** the selections to be read to the pupils are printed in clear, easy-to-read type

- **running heads:** gentle reminders of teaching procedures—or just a friendly smile!

*Have you read to your pupils today?*

*Tell your pupils about something exciting you have done.*

*Read a poem today!*

*Are you encouraging pupils to write independently?*

## Activity 11

***Handstands*, pages 55-62: Reading a story – "Peter's Holiday"**
**Reading a poem – "The Moon"**

**Interpretation skills:** Recognizing relationships – sequence, time, space/place

**Core Vocabulary**
**Unit** – different first
**Review** – while never really lived

**Application of known phonic and structural principles**
chance city notice ice
stopped pinned sitting letting humming hurried

use Contents page
recognize relationships – time

**Preparation for reading**
Have pupils use the Contents page to locate the story, and read the first paragraph on page 55. Ask them if the story is realistic or make-believe and when it takes place. When it is established that the story takes place in the future (some of your pupils may refer to it as science fiction), have pupils predict the nature of Peter's holiday. Assign the story for silent reading.

**Guiding the reading**
Use questions such as the following to guide pupils' consideration of the story ideas:

recognize relationships – space

**Questions:**
How did the other children feel about Peter's holiday? What did they expect he would do all summer?
What was Peter's first feeling when he saw his friends off? Then what did he notice?

***Workbook* Follow-up, page 15: Rewriting sentences**
**Matching phrases**

understand sentence meaning – figurative and picturesque language

Have pupils think about the meaning of each sentence in the first exercise and rewrite it in their own words.

In the second exercise, have them read each phrase, and copy from the story the author's phrase that matches its meaning.

***Workbook* Activity, page 13: Forming sensory impressions**
**Writing descriptive passages**

form sensory impressions

Have pupils read the phrases in each box and picture the place they describe; write its name on the line provided.

write descriptive sentences

Have pupils choose one of the places identified and write two or three sentences to describe it.

## Activity 20

***Workbook*, page 20: Using context to identify unfamiliar words**

**Note:** *Lessons teaching pupils how to use context are useful only if they regularly apply this skill in all reading activities. Whenever a pupil encounters a word perception difficulty, guide the application of skills taught in word perception lessons.*

*Have a happy day!*

## Activity 1

**"Kalenga and the Magic Cooking Pot" – Listening to a story**
**Making judgments**
**Recognizing relationships – cause-effect**

Tell pupils that the story they will hear is about a very lazy boy who discovers a magic pot.

attend to a story

Read the story and ask the questions that follow each section.

recognize relationships – cause-effect

**Note:** *The following specialized terms are used in the story:*

make judgments

sadza – porridge (Sadza forms part of the African's staple diet.)
mealies – corn
kraal – corral
badza – hoe

**KALENGA AND THE MAGIC COOKING POT**

Once upon a time, in Africa long ago, there lived a lazy man called Kalenga. His good mother fed him and looked after him, although he was quite old enough to work and provide for himself and for his mother too.

But Kalenga would not work. He sat under a Msasa tree all day, tossing pebbles into the air and catching them. He was so lazy that if the pebbles fell out of reach, he would let them lie and call to a passing child to fetch him another handful.

from *Teacher's Sourcebook*, Level 6

# Expressways

## Key Ideas for Implementing Level 7

### Materials for Level 7

#### Pupil's Book—*Trampolines*

- poems to listen to and to read
- stories of fantasy and realism
- picture essays and personal essays
- colorful, appealing illustration that does not interfere with the type
- type size and design create an open "easy-to-read" appearance

#### *Strange Lake Adventure*

- introduces pupils to reading a novel
- provides pupils with the skills required to read a novel for enjoyment

#### Workbook

- provides thought-provoking exercises for pupil independent work and some selections for teacher-directed lessons
- includes a spelling section (last 32 pages)

#### Phonics Workbook

- provides supplementary exercises in phonics and other word-recognition skills
- intended for pupils who need more practice in basic skills than can be provided in the basic workbook

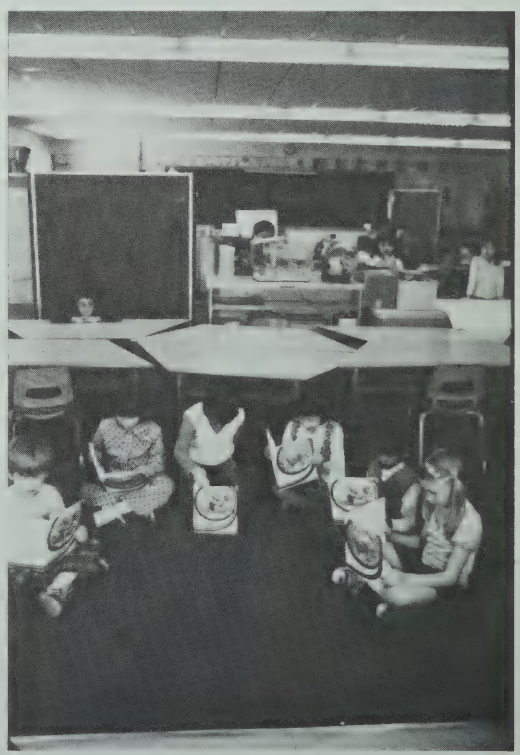
#### *Teacher's Sourcebook*—Level 7

#### End-of-Level Tests

- tests on ditto masters
- mastery and diagnostic tests related to the skills and concepts taught at Level 7
- tests for Levels 6 and 7 in one book

#### Spelling Game

Contains colorful gameboard, playing cards, and spelling lists.



## Units

As in earlier levels of *Expressways*, the teaching program in the *Teacher's Sourcebook* is divided into Units. The units in Levels 1 to 5 were short, involving from five to ten or twelve activities (lessons). However, as pupils mature in all language skills, it is pedagogically sound to increase the length of an integrated unit to ensure time for a more complete exploration of a theme. Thus, in Level 7, only six units are suggested, with from 14 to 22 activities in each. In each unit a number of listening selections and reader selections are included. For example, in Unit 58, 3 selections from *Trampolines* are read; in the *Teacher's Sourcebook*, 3 selections are included for listening. In addition, of course, lessons are outlined in word recognition skills and in speaking and writing. For most pupils, therefore, if the teacher follows the procedures outlined, a Unit will take from two to three weeks to complete.

## Oral Language

**Developing the oral competence (listening and speaking) of pupils continues to be a priority of the Level 7 Program.**

Specific lessons are included in each unit to develop the interpretive skills of **listening**. The selections used in the listening strand vary in form and length. This variety will ensure that pupils learn to become flexible in sustaining attention for different purposes and for different lengths of time.

Activities are planned to broaden children's vocabulary and to help them to use an increasing variety of language patterns in their **speaking**. Oral language activities are centred on the unit theme and the selections in *Trampolines*. Initial discussions of the theme are motivated by (i) picture pages in *Trampolines*, (ii) a poem or story used in a listening lesson; (iii) the pupils' actual experiences. Opportunities are provided for pupils to react through oral language to the ideas presented in *Trampolines* or in the selections used for listening lessons. Thus pupils, as they develop language, are also using it to share, extend, refine, and integrate their ideas and experiences. They are using it to communicate and they are using it to think.

### Discussion

While the talk that takes place in relation to a theme or following the reading of a selection from *Trampolines* is referred to as *discussion*, teachers should not always expect pupils to "discuss" in the full sense of the word. Rather than a discussion in the sense of considering an idea from several points of view, debating, and arriving at a consensus, the "discussion" or talk at the primary level will often be a *sharing* of ideas and reactions related to a topic or theme.

However, pupils should be growing in their ability to develop or refine an idea through group interaction. The teacher is concerned with increasing pupils' ability (i) to listen to each other; (ii) to respond directly to an idea introduced by a classmate; (iii) to build an idea by having several comments centre on one point; (iv) to question for more information or clarification; (v) to keep on topic; (vi) to avoid repetition of ideas. A major task of the teacher is to help pupils to establish relationships among the various ideas contributed, and to recognize when a particular idea "doesn't fit" because it doesn't relate to the ideas being considered.

The activities are planned to develop pupils' understanding of the procedures to be followed in a small group discussion. Directed by the teacher, pupils consider behavior that results in group discussion effective for this age group.

Activities related to listening and reading selections also provide opportunities for pupils to participate in group discussions. These sessions, in which pupils share ideas and reactions related to a particular theme, should extend the children's use of oral language and refine their ability to interact with their peers.

At this level the teacher should still exercise strong leadership during the discussions, primarily through judicious use of questions. Teacher questions can be effective in (i) focussing attention on a topic; (ii) stimulating development of the topic; (iii) keeping speakers on topic; (iv) ensuring that everyone participates; (v) directing attention to relationships among ideas.

Teachers should encourage group control and direction of the discussion as pupils seem able to do this; but they should recognize that discussions at the primary level without teacher direction often lack focus.

## Writing Compositions

Following the theme discussion, the teacher suggests that some of the ideas might be recorded. Although more and more individual writing will be expected at this level, many teachers feel there is great value in continuing the group composition. Directed by the teacher, pupils dictate a composition that reflects the ideas brought out in the discussion.

At this level the group compositions play a major role in *teaching pupils how to write*. As the compositions are developed pupils should grow in the ability to:

(i) select and organize ideas. Preparatory to the writing, some pre-planning helps pupils to choose key ideas for recording and to consider the appropriate sequence.

(ii) select appropriate vocabulary. Guidance may be given during the dictation to encourage the best possible word choices. Revision of the completed story can include further discussion of word choices.
For example, a sentence might read, "We walked down the street to the store." The teacher might ask, "What would it mean if we used *strolled* instead of *walked*?" and then have pupils suggest other words that might replace *walked* and tell how each choice would influence the intended meaning.

(iii) combine and elaborate sentences. Revision of the completed composition helps pupils to strengthen their written expression by combining short sentences, or elaborating basic statements.

At this level also, teachers could direct attention to sentences with few descriptive words and have the pupils consider how these might be improved by the addition of appropriate adjectives. Care should be taken in such exercises to ensure that pupils realize that changes or additions to any one sentence must be in harmony with the total composition. For example, if pupils choose to expand the sentence *The dog ran after us*, the adjectives should recognize the later sentence *We were really scared*. "The cuddly little dog" would not fit the total sense.

(iv) use the conventions of written form. Pupils have an opportunity to observe the use of punctuation, spelling patterns, and so on.

(v) record their ideas in a variety of forms. Compositions should include descriptions, conversations, stories, explanations, lists, and so on.

### Using the composition

When the composition is completed it should be read in its entirety either silently by the group, or orally by the teacher or a pupil.

Because some compositions should be reused in other periods, they will have to be preserved in some way. Some teachers write a composition on the chalkboard first, and then transfer it to paper, while other teachers prefer to write it directly on to large sheets of paper. These sheets can then be clipped together and be readily available for other uses.

At this level it is recommended that only recent compositions, or a selected group, be kept on file. Instead of a complete file, each group might have an exercise book into which the final revision of each composition is copied. The book would provide a permanent record of the group's compositions and should be kept readily available for reference by any group member.

Group compositions, even at Level 7, can be reused in many ways:

(i) Duplicate the compositions and have each pupil make a personal book of them. As pupils develop ability in individual writing, their personal books can include a group composition and an individual composition on each theme.

(ii) The compositions should be used to reinforce sight recognition of the words of the program *core vocabulary*. Teachers should focus attention on words recently introduced as *core words*, but pupils will also be adding other words to their core vocabulary as they read the composition.

(iii) An awareness of words, structure, and spelling can be encouraged as the compositions are recorded. If a sentence is dictated using the word *walking*, the teacher might say (i) "You used *walk* in the last composition, too. Find it and then tell me how to spell *walking*" or (ii) "What letter does *walk* begin with? Write the first letter and then I'll finish the word" or (iii) "I'll write *talk* on the chalkboard. Now tell me how to spell *walking*."

From time to time a pupil may be asked to locate a word in a dictionary and provide its spelling.

(iv) At Level 7 pupils should make careful and sometimes extensive revisions of their compositions. When they reread them some time after having completed the writing, they should note weaknesses in both content and expression. With the teacher's direction they should make any changes necessary to improve one or both of these areas. The final revision should be used for the permanent record book.

## Handwriting

Handwriting instruction is not included in the program at Level 7 in a formal way.

The time at which cursive handwriting is introduced, and the letter forms used, varies so greatly from school to school that it did not seem advisable to program it. However, pupils should be made aware that careful handwriting is important in making personal writing legible for readers and in developing accurate spelling.

Beginning in Unit 54, Level 6, cursive writing is used for the words in the spelling list in the pupil *Workbook*. It is assumed that most Grade 3 pupils will be using cursive writing by this time.

## Spelling

Each unit includes a series of spelling activities. These activities are grouped at the end of the Unit to facilitate planning by the many teachers who teach spelling in a period timetabled for that purpose rather than in an integrated language program. Those teachers who prefer to teach spelling as part of an integrated unit can easily fit the spelling activities into the unit plan.

A special section of the pupil's workbook is used in conjunction with the spelling activities.

The spelling words for Level 6 and 7 include all the words from Ves Thomas's "Basic Spelling Core: Grade 3."[1] These are words demonstrated to have high utility in the writing of Canadian school children at that level, and to have permanent importance in writing. In addition, some further words were chosen from Thomas's list of "2000 Words Most Frequently Used."[2]

The words chosen are organized as far as possible to reflect the principles of phonics and word structure being taught in the unit.

1. Ves Thomas, *Teaching Spelling: Canadian Word Lists and Instructional Techniques*, Gage, 1974, page 41.
2. Ibid, page 15.

Notes specific to the teaching of the spelling are included preceding the spelling activities of Unit 58.

## Individual Creative Writing

At this level teachers should encourage pupils to write on their own. Written compositions should be shared with the group or with individual classmates through oral reading. Pupils should be encouraged to make constructive comments about their classmates' writing, pointing out interesting words or sentences and perhaps questioning a point that is not clear.

Opportunities for individual writing are provided in each unit — in unit activities, in the workbook, in independent activities, and in experience extensions. These activities are planned to provide directed and independent writing experiences. In the directed activities for individual writing, pupils should write on the same topic and use a specific written form. The pupils will, of course, express their own ideas about the topic. Directed by the teacher, the pupils will proofread and revise their individual compositions. Pupils will profit from working with a classmate at the proofreading stage. Sometimes a reader will note a lack of clarity or an error in spelling or punctuation that is not apparent to the writer.

Teachers should provide guidance in improving both the expression of the ideas and the more mechanical aspects of writing, such as punctuation and spelling. However, it is important that the pupils are constantly aware that the quality of the ideas expressed is the first consideration. Over-emphasis on correction and rewriting at this level may frustrate a young writer's attempt to express significant ideas.

Teachers can reduce the number of spelling errors in individual work by providing spelling aids:

(i) Pupils should be taught how to use picture dictionaries or beginning dictionaries and these should be readily available.
(ii) Pupils should use the spelling list on pages S30 and S31 of their *Workbook*.
(iii) Words can be located in group compositions or other materials posted around the room.
(iv) Key words related to the topic of the writing can be listed on the chalkboard for reference.
(v) Spelling lists of topical or seasonal words can be posted on the bulletin board.
(vi) Children can be encouraged to help each other.

## Reading

### Core Vocabulary

As in earlier levels of the program a number of words have been selected as core vocabulary in each unit. These are words of high frequency in written language and children should recognize them at sight. The unit core vocabulary appears in the unit selections in *Trampolines*. In addition, the *Sourcebook* describes further activities to develop the recognition of these words, and stories in the pupils' *Workbook* provide other opportunities for the children to become familiar with them. Teachers should have the core words in mind during all reading and writing activities and continually direct pupil attention to them, or check the recognition of them. A complete list of core words is provided on page xxiv. Many of the core words at Level 7 will be familiar to the children already as a result of earlier reading experiences. However, even very simple words such as *be* and *sit* are listed if they have not already been included in the Core Vocabulary. This provides an opportunity to check that pupils have indeed learned at sight the words authorities have listed as basic to fluent reading in the primary division.

At Level 7, core vocabulary activities ask pupils to recognize at sight not only the core words but words with similar spelling patterns.

### Sight Vocabulary

In addition to the Core Vocabulary pupils should be gradually adding many other words to their sight vocabulary. These words will be learned because pupils meet them infrequently in their classroom reading experiences or because the words have particular interest or appeal.

### Word Recognition Skills

Each unit includes activities to develop pupils' knowledge of phonics, word structure, or the use of context cues.

Because neither the pupils' group compositions nor the selections in *Trampolines* and the pupils' *Workbook* use a strictly controlled vocabulary, there are many opportunities for pupils to develop the *habit* of applying their knowledge of word recognition skills whenever they meet an unfamiliar word.

### Reading from *Trampolines*

Pupils should experience continuing success as they read *Trampolines*. The emphasis should be maintained on silent reading for ideas.

### Vocabulary

Teachers should be aware of core vocabulary in the selection and expect sight recognition of it. Pupils who do not recognize the core vocabulary should be identified and they should be given extra reading experiences with those words.

Pupils should be expected to apply word recognition skills to recognize other unfamiliar words. It may be necessary for the teacher to direct attention to context cues and to important phonic or structural elements. However, as the acquisition of skill in word recognition is a gradual process, it will occasionally be necessary for the teacher to supply a word. This does not suggest that the word should be isolated and "taught." Rather the teacher should provide it as it is needed.

The development of a sight vocabulary is a gradual and a cumulative process. Teachers should not be concerned that pupils know and remember every word in a selection. Rather their first concern should be that pupils can read silently and understand the authors' ideas, and that pupils develop confidence and *independence* in "figuring out" unknown words. If pupils continually ask themselves, "What word *might* come next in this sentence?" and use their knowledge of language patterns plus their knowledge of phonics, they will develop a confident, *independent*, individual approach to unknown words.

### Silent Reading

It is usually recommended that pupils read the entire selection without interruption. They should be developing habits of sustained reading.

### Oral Reading

Suggestions for oral reading for various purposes are provided throughout the units.

### Questioning and Discussion

Reading a selection from *Trampolines* should be an enjoyable experience. The discussion of the ideas should be pertinent and brief. Use of the questioning pattern suggested in the *Sourcebook* insures that children consider the key ideas, and that a balance is maintained throughout the program in the kinds of interpretation required. As pupils discuss the story ideas, they are asked to relate them to personal experience and to the unit theme. Certain comprehension or interpretation skills are highlighted throughout the units.

## Reading a Novel: *Strange Lake Adventure*

A major goal of every teacher should be that children not only learn how to read but become readers. To become readers, children must:

- develop habits of sustained reading and
- recognize that reading can be a pleasant recreational activity.

A study of the novel, *Strange Lake Adventure*, should further the achievement of both these goals.

The novel study is organized on the assumption that children:

- will read several chapters without interruption and
- will build and sustain interest in a story over a period of several days.

Both of these expectations must be met if children are to enjoy book-length selections as well as shorter selections such as short stories, essays, articles, poems.

Reading the novel provides:

- an opportunity for pupils to apply the full range of word perception and interpretive skills developed to this point in their program.

Questions and suggestions for follow-up discussion are intended to focus pupil attention on:

- three elements of the novel—plot, characters, setting—and on the interrelationships among these.

## Assessment and Record Keeping

Efficient teaching is based on continuing assessment of pupil achievement. At the end of each unit a special section reminds the teacher to check achievement in key tasks undertaken in the unit.

### Tests

End-of-level tests help teachers to assess how well pupils have mastered certain skills taught in each level. *Teacher's Notes* help teachers to use the test results constructively.

### Assessment pages in *Workbook*

Certain pages in the *Workbook* are designated as assessment pages. In the *Workbook*, a circle around the page number signals an Assessment page. Each page should serve as a reminder to the teacher to check pupil achievement in relation to the particular task on the page—and, when necessary, to provide supplementary instruction before proceeding with more demanding levels of the same task.

### Record Keeping

The language program is concerned with growth. Because pupils begin the program at various stages of language development, a written record for each pupil can be an important teaching aid. In order to determine the growth pattern, the level of achievement at various stages during the year should be shown.

An anecdotal record enables the teacher to note significant language behaviors. It is strongly recommended that such records focus on the achievements of children rather than lack of achievement (although notes specifying areas of difficulty can be useful in planning further learning activities).

### Pupil Record Cards

A "Language Record Card" is provided in the *Sourcebook*. It is suggested that teachers make copies of this page for each pupil. On the Record Card, headings remind teachers of the areas of language growth that they should be aware of for each pupil. While not all of these need to be commented on for each child, any area for which the teacher has no knowledge in a particular instance should suggest closer observation of that particular child.

Nor is it expected that a teacher complete the record cards of all pupils at a particular time.

Rather, three or four should be carefully done each week—and, in addition noteworthy incidents recorded as they happen.

Many teachers find it useful to jot down observations about individual pupil achievement in their daily plan book, and later transfer significant comments to the record card.

Although detailed record keeping is time-consuming, it pays dividends in more focussed teaching and in providing material for communicating progress to pupils and their parents.

**CHECKING ACHIEVEMENT**

Do pupils:
- show interest in reading voluntarily?
- show interest in writing voluntarily?
- share ideas readily with peers, in group discussion and informal situations?
- enjoy reading different kinds of written expression – stories, poems, plays, informational selections?
- enjoy reading orally?
- proofread their written expression?
- use varied sentence patterns in their writing?
- work co-operatively with classmates?
- use a procedure to identify unfamiliar words?

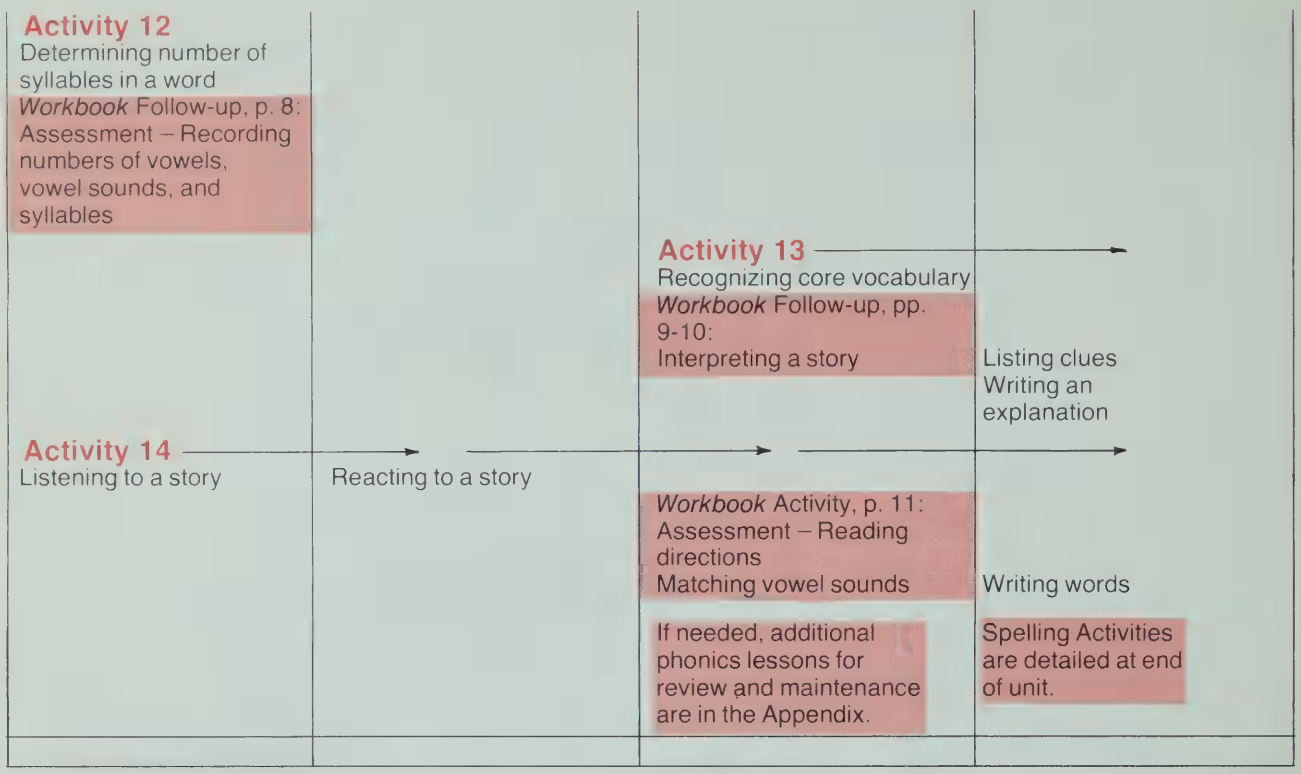
Can pupils:
- use context cues to give word meanings?
- organize words in alphabetical order?
- recognize syllables and accent?
- recognize core vocabulary?
- apply phonic knowledge?

## Core Vocabulary—Level 7

| Unit 58 | Unit 59 | Unit 60 | Unit 61 | Unit 62 | Unit 63 |
|---|---|---|---|---|---|
| be | sing | early | sit | enough | yet |
| hand | above | below | clothes | drink | answer |
| own | even | both | since | say | table |
| sure | wings | fine | bed | write | only |
| wish | close | ice | men | between | any |
| each | special | seem(ed) | today | care | much |
| let | or | land | large | longer | shall |
| hold | read | send | bad | sleep | small |
| book | food | those | though | thought | well |
| box | instead | remember | took | shoes | may |
| | way | almost | else | closer | set |
| | every | mean | yesterday | gone | brought |
| | | against | listen | covered | dressed |
| | | | an | eyes | boy |
| | | | edge | | words |
| | | | women | | |
| | | | job | | |
| | | | shoe | | |

# Unit 58 Theme: Let's laugh

| LISTENING | SPEAKING | READING | WRITING |
|---|---|---|---|
| | | **Activity 1** | |
| Listening to peers | Talking about Contents, anecdote, and fable | *Trampolines*, pp. 3-7: Studying Contents<br>Reading an anecdote and a fable | |
| | | *Workbook* Activity, p. 1: Interpreting riddles | |
| | | | **Activity 2**<br>Writing a group composition |
| | | **Activity 3*** | |
| | | Recognizing words with comparative endings -er and -est | |
| | | *Workbook* Follow-up, p. 2: Using comparatives to complete sentences | Writing comparatives |
| | | **Activity 4** | |
| Listening to peers | Discussing a play<br>Reading a play orally | *Trampolines*, pp. 8-15: Reading a play | |
| Listening to peer's story | | | *Workbook* Follow-up, p. 3: Completing a story |
| **Activity 5** | | | |
| Listening to a story | Dramatizing a story | | |
| | | | *Workbook* Follow-up, p. 4: Writing parts of a play |
| | **Activity 6**<br>Elaborating sentences<br>Developing vocabulary | | |
| | | | **Activity 7***<br>Revising a composition |
| | | **Activity 8** | |
| | Reacting to poems | *Trampolines*, p. 16: Reading a poem | |
| | | | *Workbook* Follow-up, p. 5: Writing a poem |
| | **Activity 9*** | | |
| | Understanding sentence meaning – idiom | | |
| | | *Workbook* Follow-up, p. 6: Interpreting idioms | |
| **Activity 10** | | | |
| Listening to a poem | Choral speaking of a poem | | |
| | | **Activity 11** | |
| Listening to peers | Talking about story ideas | *Trampolines*, pp. 17-24: Reading a story | |
| | | *Workbook* Follow-up, p.7: Answering questions | Writing answers |




## INDEPENDENT ACTIVITIES

**Note:** *Many of the Independent Activities are extensions of unit activities and should not be used before the main theme.*

1. Be sure pupils have time allotted daily for independent reading of materials of their own choosing.
2. After Activity 2 has been completed, some pupils will enjoy writing their own "supposing" episodes.
3. After they have completed *Workbook* page 5, encourage pupils to write more "sandwich" or "string" poems.
4. Have pupils play "Cat and Mice," following the directions on *Workbook* page 11.
5. After pupils have read "The Plant from Mars," have three pupils dramatize the conversation that probably took place among Denise's friends after they left the house. After this has been developed as a spontaneous conversation, have pupils individually write a conversation that might have taken place.
6. Have pupils collect their favorite jokes and write them in a booklet titled *A Laugh a Day* (or have pupils make up a title).
7. After Activity 10, have pupils write their own nonsense poems using the pattern in "Are You Able?"
8. Have pupils think of magic powers that ordinary objects (for example, pencil, umbrella, hockey stick, ring) might have. Have them write stories describing what the objects can do for their owners. Some pupils may be interested in developing the stories in the form of a play.

9. Have pupils make a list of humorous characters they have read about. Have them make a chart showing the name of the character, the title of the book or story in which the character appears, and an example of something funny that the character did. Pupils may be interested in drawing cartoons about the character or preparing dramatizations based on some of the character's activities.

10. Have pupils make a list of synonyms for the word laugh. Have them illustrate or dramatize the synonyms.

11. Have pupils make lists of synonyms for the words funny and happy.

## BOOKS TO READ

*The books in this list are suggestive only. Each was chosen for its relationship to the theme, but you will have favorites of your own to add or substitute. After you have read a book to pupils, put it on the library table so that pupils can look at it and retell the story in their own words.*

*A list of the publishers (or their representatives) and addresses is provided at the end of the* Sourcebook.

1. *When the Assyrians Came Down from the Trees*, Gwendolyn Reed (Lothrop)
   Mr. Potter lives alone and studies ancient Assyria. One day, two furry Assyrians move in with him and grow fat on peanuts.

2. *What's a Ghost Going To Do?* Jane Thayer (Morrow)
   Gus, a friendly ghost, loses his home and sets about finding a new one.

3. *Good Work, Amelia Bedelia*, Peggy Parish (Greenwillow)
   A befuddled housekeeper keeps her employers confused, bewildered, and laughing.

4. *The Blueberry Pie Elf*, Jane Thayer (Morrow)
   Elmer, the elf, finds an unusual way of telling the big people that he would like blueberry pie.

5. *Pea Soup and Sea Serpents*, William Schroder (Lothrop)
   Norton and Atherton set out in a thick fog to find a sea serpent.

6. *The Tiger in the Teapot*, Betty Yurdin (Holt Owlet)
   A family tries in vain to get a stubborn tiger out of their teapot.

7. *The Snopp on the Sidewalk*, Jack Prelutsky (Greenwillow)
   Poems about imaginary creatures – gibbles, monumental meaths, wozzits, and so on.

8. *Dragon Franz*, U. Konopka and J. Guggenmos (Greenwillow)
   Franz is unhappy because he cannot spit fire like the other dragon children.

9. *The Witch Mobile*, Miriam Young (Lothrop)
   Four little witches hanging in a Paris toy shop practise their magic on Halloween night.

10. *Pippi Longstocking*, Astrid Lindgren (Viking)
    The remarkable Pippi is a superchild who lives all alone except for her monkey and her horse.

11. *The Arabian Nights*, Padraic Colum (Macmillan, N.Y.)
    These long and involved magical tales of the East are retold for young children with all their original drama and color.

12. *The Miller, the Boy, and the Donkey*, Brian Wildsmith (Oxford)
    A favorite La Fontaine fable is retold for young children by this outstanding British author-illustrator.

# Activity 1

***Trampolines*, pages 3-7: Studying the Contents pages**
**Reading an anecdote – "Supposing"**
**Reading a fable – "Walter and His Magic"**

**recognize purposes of Contents page**

Have pupils recall the purposes of the "Contents" page of a book. Remind them of its usefulness in facilitating the location of specific material and in providing an overview of the content of a book.

**study the Contents page**

Have them turn to the Contents pages of *Trampolines*.
Ask:
- Are there any authors whose names you recognize? (Selections by Joan Goddard, Karla Kuskin, Diana Petersen, Sharon Siamon, for example, have appeared in earlier levels of Expressways. Have pupils refer to Contents pages of *Handstands* if necessary.)
- Which is the longest selection?
- Name some selections that you expect to provide information.
- Name some selections that you expect to be fanciful or make-believe.
- Which selection is about Canada's birthday?
- What is the title of the first selection?
- What two words might you use to mean "supposing"? (what if)

**read an anecdote**

Have pupils turn to "Supposing" on page 5.
Discuss with pupils the meaning of "supposing" and what a "spell" is.
Have pupils read the selection and the spell, allowing time for them to react spontaneously to the anecdote.

**relate picture and text**

Draw pupils' attention to the illustration. Be sure they understand the significance of the cat.
Ask: What is the artist trying to tell us in his picture of the cat on the girl's shoulder?
What do you think the question marks mean?

Have pupils speculate on a possible sequel to "Supposing."
Ask: What might eventually happen to someone who read a spell, used the spell to change into a cat, then couldn't change back because the cat couldn't read the "change-back" spell?
Would you want to try out a spell if you read it in a book?

Ask pupils why they think this selection was chosen to open their book. (Expect such opinions as: it's fun; it's a good beginning for a book because we all like to "suppose" exciting things; it makes us think about how important it is to know how to read; it gets us excited about reading our book.)

**enjoy a nonsense story**

Have pupils turn to the second selection, "Walter and His Magic," on page 6.
Tell them that Walter's magic got him into a predicament even worse than the one the girl in "Supposing" might have been in.

**relate picture and text**

Have pupils look at pages 6 and 7 and note the form of the story. Explain that, as the pictures tell much of the story, they should read the picture and words together.

Allow time for the whole story to be read.
Talk briefly with the group about each picture and its text, showing how the story develops in both.

Have pupils note the word "shan't" and tell what word they would use instead.

clarify term "moral"

Clarify the meaning of the term moral. Relate the meaning to a "lesson" or "truth" that is learned.

identify a "fable"

Ask pupils if they know what we call a story that is made up to teach a lesson.
Explain that "Walter and His Magic" is a modern, humorous fable.
Read the story to the group, then have one or two pupils read it orally.

***Workbook* Activity, page 1: Interpreting riddles**
**Making inferences**

interpret riddles

make inferences

Have pupils read the riddles and find the answers at the bottom of the page.
Have them write the number of the answer in the box beside each riddle.
Check the page with the group "for fun" or have pupils choose a partner and check their work together.

**Experience extensions:**

1. If books about magicians or magic tricks are available, have pupils read these. Pupils may be interested in trying some of the tricks and putting on a magic show for other classes.
2. Read stories about Houdini to pupils.

**Note:** *With many groups, teachers will continue with Activity 2 as an immediate extension of Activity 1.*

# Activity 2

**Writing a group composition**

note sequence

Have pupils reconsider "Supposing," page 5, *Trampolines*, and recognize that "Supposing" considers three things – reading a spell, trying it out, and discovering its results.

Have pupils reread the spell in "Supposing." Write it on the chalkboard as they say it to you with the natural reading breaks.
Say: Supposing you were reading a book and you came to a page suggesting a spell that would turn you into a . . . (name an animal, for example, elephant, fish, bluejay, mouse).
What do you think that spell might be?

compose a magic spell

dictate a composition

Following the form of the spell in "Supposing," assist pupils in composing a spell related to the animal selected.
Once the spell has been composed, consider what could happen if it worked.
Have the group dictate a short episode about the animal that has been created.

write a composition

Divide the group into pairs. Have each pair choose an animal, create a spell, and write a short report about an episode involving the animal created.

# Activity 3*

**Recognizing words with comparative endings -er and -est**

recognize words with comparative endings -er and -est

1. On the chalkboard sketch: three squares and label them big, bigger, biggest; three lines and label them long, longer, longest; three towers and label them high, higher, and highest.
   Have the words pronounced and the -er or -est endings underlined.

2. On the chalkboard write the following groups of sentences:
   It is cold today. Yesterday it was colder. Friday was the coldest day of the month.

   The first clown looked sad. The next one looked even sadder. I'm sure the last one is the saddest clown in the whole circus.

   Have the sentences read and the root of each underlined word identified.

form generalizations about comparatives

3. Use the chalkboard examples to review the generalizations that -er is added when two things are compared, and -est is added when more than two things are compared.

4. Have pupils read the following sentences. Remind them to remove the word ending before trying to identify an unknown root word.
   Whose desk is neatest?
   My apple is riper than yours.
   She cooked the plainest food she could get.
   Aladdin was richer than I am.
   The owl is the wisest of the birds.
   Have pupils circle each word that has a comparative ending.

***Workbook* Follow-up, page 2: Using comparative words to complete sentences**

write words with comparative endings -er and -est

use comparatives to complete sentences

Direct pupils as they complete the two statements at the top of page 2 and write the appropriate comparative form of each key word to match the pictures.
Instruct them to read all the list words and then complete the exercise.
Discuss the completed work with the group, having pupils justify the use of an -er or -est ending. Note that more than one adjective will fit the meaning of some of the sentences.

# Activity 4

***Trampolines*, pages 8-15: Reading a play – "The Genie"**

**Note:** *In the lesson, focus pupils' attention on the special features of a play that readers must interpret. Help them to understand the function of, and interpret (i) the list of characters; (ii) the stage setting, and (iii) the stage directions.*
*Direct attention, too, to the format that simply gives the name of the speaker and the speech without using quotation marks, dialogue carriers, or descriptive passages.*

**Core Vocabulary**
**Unit –** be hand own sure wish each
**Review –** live first turn

**Application of know phonic and structural principles**
mow bow pout; laces palace peace; genie stage; stories curtsies married prickliest; untidy untangle; disagreeable disappear

**Preparation for reading**

**Note:** *It will add to pupil enjoyment of this activity if you read the story of "Aladdin and the Wonderful Lamp" sometime before the play is studied.*

understand the form of a play

Have pupils read the title and note from the format that the selection is a play.
Talk about the list of characters, noting (i) who they are; (ii) how many people are in the play; (iii) what the list tells us about the play.

**Guiding the reading**
Direct the reading of the stage directions and relate them to the illustration.
Have pupils recognize how stage directions help the reader of a play, as well as someone planning to stage it.

Have pupils read the first speech and talk about the role of the storyteller in a play. Direct attention to the stage directions and have pupils recognize what they contribute to (i) the reader's enjoyment; (ii) the staging of the play.

Use the same procedure with the speeches on page 9 to make sure pupils understand the form of the presentation.

Have pupils complete the reading of the play independently.

recognize relationships – cause-effect

Ask: Why did the genie order himself off to a cactus bush?
What had made him so unhappy at the palace?
How was the story different from what is expected in a story about a genie?

interpret a play

Beginning on page 8, have pupils react to the selection page by page, commenting on the dialogue but concentrating on the stage directions. For example, you might have them mime the actions described on pages 10, 11, 12, and 13. Have pupils consider how the stage directions reflect the dialogue.

As you discuss the play, check pupil understanding of some words and if necessary guide their use of context to establish clear meanings. For example:

use context cues to give word meanings

(i) You all know the story of Aladdin and his wonderful lamp. Every time he rubbed the lamp, the Genie would appear and obey his every command. (page 8)
What is a genie?
Why would a genie be useful?
What other words can you use to explain obey? (do what you're told; follow orders)
What other words can you use to explain command? (orders, directions)

(ii) *During the following dialogue, the Genie appears each time the lamp is rubbed . . .* (stage directions, middle page 10)
Have pupils note the sentences that follow the stage directions and identify the words spoken by the characters.
Ask: What other words can you use to explain the word dialogue? (conversation, talking)

**Extra teaching:** Use the following words for pupils who need additional instruction in using context cues:
page 8 – master; page 10 – sighs, mimes; page 11 – naughty; page 12 – argue; page 13 – disagreeable; page 15 – elaborate, whisk

read a play orally

understand sentence meaning – exclamations

Have parts of the play prepared for oral reading. Remind pupils to read only the words of the speakers, omitting both the speaker's name and the stage directions.
(i) Pages 11 and 13. Direct attention to author's use of exclamation marks and have pupils tell how these should be interpreted. Have one pupil read each page, taking the parts of all speakers.
(ii) Repeat with page 12.

**Note:** *Since the play is fairly long, you may want to complete this activity in a separate time period.*

Assign the roles and have the entire play read orally.
Do not, at this point, have pupils act out the roles as they read. However, if there are enough pupils in the group, you may choose some to read and some to mime the actions as the play is read. (The mimers could play two roles – Aladdin and his son, for example.)

evaluate presentation of a play

Have pupils evaluate how effectively they presented the play.

**Experience extension:** Pupils will enjoy producing their own spontaneous dramatization of "The Genie," updating the tasks to the present day.

### *Workbook* Follow-up, page 3: Completing a story

relate a story to personal experience

recognize core vocabulary

Have pupils imagine themselves in possession of Aladdin's lamp and master of its genie. Tell them to complete the story on page 3, telling how they would use the lamp.
Be sure they recognize that near the end of the story they should begin the sentences with the names of people to whom they would lend the lamp.

proofread to check spelling

When the work is complete, have pupils in groups of two or three read their stories aloud and compare the tasks they set for the genie – then exchange their books and proofread the spelling errors.

# Activity 5

### "The Princess of Tomboso": Listening to a story
### Dramatizing a story

**Note:** *The selection for this activity is longer than those usually used in the listening program but it will provide an opportunity to evaluate pupil ability to attend to a long selection. Pupils will enjoy this French-Canadian folk tale that tells of magic servants more willing to serve than the genie they have just read about. The next reader story is a translation for a modern story from Quebec, again telling of a servant with magic powers.*

listen to a folk tale

Tell the pupils to listen as you read a very old story that has been told among French Canadians for hundreds of years. Read "The Princess of Tomboso."

#### THE PRINCESS OF TOMBOSO

There was once a king who had three sons. When the old King lay dying, he called them to his bedside and said:

"My children, I have only one thing left to give you when I die. It is an old bowl. Pick it up and shake it, each of you in turn. Whatever falls out of it is your inheritance."

Then the old man died.

The King's sons ran to the barn and looked behind the door. Sure enough, the bowl was there.

The oldest son picked it up and shook it well. Presto! A silk purse fell out. Written on it in letters of gold were these words:

EVERY TIME I OPEN WIDE
A HUNDRED FLORINS ARE INSIDE

He opened the purse wide, and – *cling, clang* ! – a hundred shining florins tumbled to the ground. He closed the purse, opened it wide again, and found it still full to the brim.

"It works!" he exclaimed. "I'm rich!"

"Now it's my turn," said the second brother.

He took the bowl and shook it. This time a silver bugle fell out. Written on it in letters of gold were these words:

BLOW ONE END, AND YOUR TROOPS APPEAR:
THE OTHER, AND THE FIELD IS CLEAR.

Putting the bugle to his lips, he blew a short blast. *Ta-rraa!* There in the field behind the barn stood an army of ten thousand soldiers waiting for his command.

Then he put the wide end of the bugle to his lips and blew again. Presto! In a twinkling the field was empty.

"It works!" he exclaimed. "I'm powerful!"

"Now it's my turn," said the youngest brother, whose name was Jacques.

He took the bowl and shook it. A leather belt fell out. Written on it in letters of gold were these words:

PUT ME ON AND TELL ME WHERE:
QUICK AS LIGHTNING YOU'LL BE THERE.

Jacques clasped the belt around his waist and wished himself into the castle. *Whoosh!* – and there he stood inside the castle. He wished himself back into the barn. *Whoosh!* There he was back again.

"Well, it works," he said. "Now I can travel cheap."

"And just where do you propose to go?" asked his oldest brother.

"To Tomboso," said Jacques promptly. "To visit the Princess."

His brothers had heard that the Princess of Tomboso was as beautiful as the moon. But they heard, too, that she was famous for her craftiness.

"You'd better look out," they told Jacques. "She'll play some trick on you."

"Oh, no fear of that."

"Anyway, the royal guards won't even let you into the castle."

"The guards won't trouble me," said Jacques. And *whoosh!*

There he stood, in the finest room he had ever seen. And sitting on a velvet cushion by the window, eating a red apple, was the Princess of Tomboso, as beautiful as the moon.

When the Princess saw Jacques, she gave a faint scream. "How did you get in here?" she asked. "The doors are guarded, and the windows are high above the ground."

Jacques smiled modestly. "Ah, Princess, for me it was very simple. Do you see this belt I'm wearing? Well, it's no ordinary belt. I wished myself into your chamber, and *whoosh!* it brought me here."

"A magic belt? That's quite impossible," declared the Princess.

"Sweet Princess, you have something to learn. Watch me."

He wished himself down into the castle courtyard. *Whoosh!* There he was. The Princess stared down at him from her window. Then he wished himself back into her room and landed at the foot of the bed. The Princess was struck dumb with amazement.

"There," he said. "Now do you believe me?"

"What is your name?" asked the Princess.

"They call me Jacques."

The Princess bit her lip in thought. "Well, Jacques," she said, "would it work for me too?"

"Certainly," said Jacques. He took off the belt and showed it to her. She read the words written in letters of gold. *Put me on and tell me where: quick as lightning you'll be there.* She clasped it around her waist.

"Now," she said, "I wish to be in my father's office."

*Whoosh!* – and there she stood, in her father's office.

"Father!" she cried. "There is a rascal in my chamber!"

At once the King sent his guard of honor to her room. Forty soldiers seized hold of Jacques and threw him out of a castle window.

Poor Jacques landed in the ditch by the roadside and lay their unconscious for three days and nights. When at last he came to his senses, he thought:

"I cannot go home now. When my brothers hear what has happened, they will finish me off."

But he had eaten nothing for days. He was starving.

"Ah well," he said, "if I'm going to die, I might as well die at home."

When his brothers saw him stumbling up the path that evening, they knew that something must have happened to his belt. They came out of the castle shaking their fists, but Jacques was too exhausted to care. He plodded into the castle while his brothers heaped reproaches and ridicule on his head.

"We ought to lock you up for the rest of your life," they said. "You can't be trusted on your own. Get in there under the stairs."

For a whole month they kept him there, giving him nothing but bread and water. But one day Jacques said to his oldest brother:

"If you would lend me your purse, I could go and buy back my belt."

His brother sneered. "Do you think I would trust you with my purse after what happened to your belt?"

"But listen to my plan," said Jacques eagerly. "I'll go back to Tomboso and tell the Princess I want to buy back my belt. I'll open the purse wide and send a hundred florins rolling on the floor, *cling, clang!* If she wants more, I'll fill her whole room with florins, right up to the ceiling. It won't cost you anything, for the purse is never empty. In the end I'll get my belt back."

His brother grumbled, but finally he agreed.

"But I warn you," he said, "if you come back without the purse, don't expect any mercy from me."

"No fear of that," said Jacques confidently.

And so he took the purse and made his way back to Tomboso. He found the princess eating a red apple and smiling.

"Why, hello Jacques! And what can I do for you this fine day?"

"Fair Princess, I have come to buy back my belt."

She laughed. "A young lad like you couldn't possibly afford to buy a valuable belt."

"I can fill this room with pieces of gold," said Jacques.

"How you boast, Jacques! Why, even my father the King hasn't enough gold florins to fill this room."

"I can fill it to the ceiling," said Jacques. "For me it's no trick at all."

He took the purse from his pocket and opened it wide, and – *cling, clang!* – a hundred shining florins fell to the floor. The Princess stared at them with round eyes.

"There," he said. "Now do you believe me?"

"Ah," she breathed. "With a purse like that, you can buy back any belt you like. But how can I be sure it will go on giving florins?"

"Look," said Jacques, "it's still full."

And – *cling, clang!* – he spilled another hundred gold pieces on the floor.

"Oh!" said the Princess. "Would it do that for me, too?"

"Certainly."

"Please let me try!"

"That I cannot do," said Jacques firmly.

"*Please*, Jacques!" And Jacques forgot his resolutions and gave her the purse.

But she was still wearing the magic belt. At once she wished herself into her father's office. *Whoosh!*

The King looked up from his desk.

"Quick, Father! That rascal has come back to insult me."

The King's soldiers rushed to her room, captured Jacques, and flung him out of the window.

For five days and nights he lay in the ditch unconscious. Finally he awoke and groaned.

"This time it's all over," he thought. "If I go back home, my brothers will finish me off for certain."

But he was so hungry that he had no choice. Once again he trudged wearily home.

When his brothers saw him approach, bruised and mud-stained, they guessed what had happened. They shook their sticks in the air, warning him what to expect if he came nearer. But poor Jacques didn't care. He stumbled into the castle, and his brothers shut him up under the stairs with a jug of water and a bone to gnaw.

For a whole month he stayed there; then, one day, he spoke to his second brother, the one who had the silver bugle.

"If you lend it to me," said Jacques, "I'll go and get back the belt and the purse."

His brother sneered. "Do you think I would trust my bugle to a nitwit like you? You would only let it be stolen too."

"But I have a better plan. This time I won't even go to the Princess's room, so she won't have a chance to steal the bugle. I'll wait at the city gates until the King and the Princess drive out in their royal carriage. Then I'll stop the horses, and command the Princess to return the belt and the purse, or else I'll beseige the city with my army."

His brother grumbled but finally agreed.

And so, with the bugle under his arm, Jacques once more took the road to Tomboso. By next morning he was ready, standing at the gates of the city. When the royal carriage came into sight, he blew the silver bugle. *Ta-rraa!* There stood an army of ten thousand soldiers.

"General, we await your orders."

"Troops," said Jacques, "surround the city."

The King of Tomboso was astonished to see so many soldiers, and the Princess was so frightened that she dropped the red apple she was eating. But when she saw Jacques, she smiled.

"So it's you again, Jacques! Tell me, where did you enlist this great army?"

"To raise an army like this is a very simple thing for me. Do you see this silver bugle? If I blow it at one end, ten thousand soldiers appear. Blow the other end, and they all vanish."

He blew the bugle at the wide end. Presto! In a twinkling the field was empty. Then he blew the other end, and the whole army reappeared, ready to attack the town.

"Stop, stop!" cried the Princess. "I shall give you back what you asked for. But tell me, does the bugle obey you alone?"

"Why, no," said Jacques. "It obeys whoever blows it."

She unclasped the belt from her waist and pulled out the purse. But before handing them over to him, she said:

"What a wonderful bugle! May I try blowing it, just once?"

Jacques hesitated. "Can I trust you this time?" he demanded.

"I give you my word," said the Princess.

And so poor Jacques gave her the bugle. As soon as she had it, she blew into the wide end. Presto! In a twinkling, Jacques' army vanished.

Then she blew at the other end. *Ta-rraa!* A new army appeared.

"Princess, we await your orders."

"Take this scoundrel," said the Princess, "and march over his body till he is seven times dead."

Two soldiers held Jacques down. Then the whole army marched over him until he was pounded flat into the ground.

For seven days and seven nights Jacques lay there without moving. But he must have had a least seven lives, for at last one morning he woke.

"This really is the end," he groaned. "I can never go home now."

Slowly he pulled himself out of the ground. His legs were so weak that he could hardly stand. He staggered away from Tomboso, following a little footpath that wound into the woods. Finally he fell exhausted in the hot sunshine at the edge of a clearing.

"Well," he thought, "I'll try to reach that apple tree. At least I'll be able to die in the shade."

Dragging himself along the ground, he got as far as the apple tree. Its branches were so laden with ripe, shining fruit that they bent down within his reach. Nearby there was another tree, weighed down with plums.

"It must be an old orchard," said Jacques to himself. He ate one apple, and a strange thing happened. His nose began to feel heavy, as if it was ready to drop off. He ate another, and his head began to bend forward with the weight. He ate a third apple, and by this time his nose had grown so long that it touched the ground.

"Thunderation!" cried Jacques. "Am I going to die with a nose like an elephant?"

He crawled on all fours to the plum tree. His nose was so heavy that he could not stand up. Rolling on his back, he kicked at the lowest branch. Plums fell all around him.

"Well," he thought, "they can't be any worse."

He ate one. It tasted sweet and juicy, and he felt better immediately. He ate another. Better still – now he could lift his head. At each mouthful he felt his nose shrinking, until by the time he had eaten three plums it was the finest nose you have ever seen.

"Let me see now. Eat apples, and your nose grows. Eat plums, and it shrinks. And I know someone who is very fond of apples. Oho! My affairs are mending!"

Jacques cut down some rushes and made himself two baskets. The first he filled with apples, the second with plums. Then he set out toward Tomboso again.

In front of the castle he walked up and down, shouting like a peddler:

"Apples for sale! Fresh apples!"

The Princess, who was very fond of apples, sent a servant downstairs to buy some. When the Princess saw how delicious the fruit looked, she began eating right away. She soon felt strange. She tried to stand up and fell forward on her face. Horrified, she stood up again and began running toward her bed. This time she tripped over her nose!

Feeling very sick indeed, she took to her bed and sent for the doctor. When he arrived, she hid her face in the pillows so that he wouldn't see her nose. He felt her pulse and shook his head.

"Your Highness," he said, "this is an odd kind of illness. You have no sign of a fever, and your pulse is normal. Let me see your tongue."

The Princess shrieked so loudly that her servants came running.

"This doctor has insulted me!"

They threw the doctor out.

Jacques, who was waiting outside, said: "Good doctor, I think I can cure her. Be kind enough to lend me your cloak and your square cap. I will pay you well."

Wearing the doctor's cap and gown and a very serious expression, and carrying the basket of plums on his arm, Jacques asked to be admitted to the castle. He was led to the Princess's room.

He could not see the Princess's face, for she kept it hidden among her pillows.

"Can you cure me?" she asked.

Jacques took a plum from his basket. "Eat this," he said, "and we shall see."

The Princess ate the plum. Her nose grew a few centimetres shorter. She began to feel better. "Oh, you are a good doctor! Let me have another one."

"Not just yet." Jacques put down the basket and touched his fingers together. "You have another disease which we must cure first."

The Princess was astonished. "Another disease? What is that?"

"A habit of taking things that don't belong to you."

"Well," admitted the Princess, "I do happen to have a small belt here, but it's the merest trifle, hardly worth mentioning."

"Let me have that belt. Otherwise I am afraid I can do nothing for you."

"Certainly not," said the Princess.

"Very well. In that case I shall leave you here – with your nose." And Jacques picked up his basket, ready to depart.

"Wait, Doctor!" cried the Princess. She unclasped the belt and gave it to him. "Here it is. Now will you cure my nose?"

Jacques clasped the belt securely around his waist. "Your Highness, are you sure there isn't some other trifle that doesn't belong to you?"

"No, nothing else . . . well, only a little purse."

"Let me have that little purse, Your Highness."

"No. I would rather die than part with it."

"Very well," said Jacques. "If that is your decision, I shall leave you. Good day, Princess."

"Wait," said the Princess. "Here it is." And she gave him the purse. "Now will you cure my nose?"

"Not yet," said Jacques. "I think there is still one thing left."

"Oh, there is only a little bugle that I received from a certain young man. I really don't see what importance it could have."

"Nevertheless you must give it up. I must have the bugle too. Otherwise I cannot cure you completely."

The Princess burst into tears, but finally she had to give up the bugle. Then Jacques gave her plums to eat until her nose shrank. When he stopped, it was exactly thirty centimetres long.

The Princess protested. "Surely you don't call this a complete cure?"

"It is more than you deserve," said Jacques. Stepping back, he took off his doctor's cap and gown and bowed to her. When she recognized him, she gave a little gasp.

"Yes," he said. "It is Jacques. You have treated me very badly, Princess."

She held out her arms. "Oh, Jacques, forgive me! Come, let me kiss you and make up for everything."

"No, thank you," said Jacques, picking up his basket. "I really don't care to kiss a Princess with a nose like yours. From now on, you know, they will call you the Princess with the Thirty-Centimetre Nose. Farewell, Your Highness!"

Since he was now wearing his belt again, he had only to wish himself home, and *whoosh!* – there he was. This time his brothers welcomed him with open arms. They praised his cleverness in recovering the belt and the purse and the bugle, and Jacques, for his part, resolved that he had learned his lesson. The three of them lived quite happily ever afterward, and Jacques never went near Tomboso again.

—Marius Barbeau

note characteristics of folk tale

**Questions:**

How is this story like many of the old folk tales? (Pupils should recognize the three sons, the youngest son seeking his fortune, the beautiful princess, the three trials, the magic objects.)
How do you know the princess was clever as well as beautiful?
Why did it seem that poor Jacques was never going to succeed?
How did you know things would turn out right in the end? (Pupils should recognize this as "required" in a folk tale.)
What did you expect to happen? (Pupils should recognize that the story differs from the usual "Happy ever after" ending.)

note sequence

dramatize a folk tale

**Experience extension:** Choose pupils for the various roles and have them dramatize the story, using the list of events as a guide. Encourage spontaneous development of dialogue but, at the same time, make pupils aware that they should follow the established story line, interpreting the characters and events that were presented to them.

***Workbook* Follow-up, page 4: Writing parts of a play**

recall a story

Have pupils look at the pictures on page 4 to see which events from "The Princess of Tomboso" are illustrated (Jacques appearing before the Princess with his magic belt; Princess telling her Father the King that there's "a rascal" in her room; Jacques, wearing the doctor's cap and gown and carrying basket of plums, comes to "cure" the Princess.

write dialogue for a play

Have pupils write, in play form, the dialogue to match each picture.
Have pupils share their completed work.

**Extra teaching:** Reread the sentences with underlined words. Have pupils use context cues to give the meanings of the words.

# Activity 6

**Elaborating sentences**
**Developing vocabulary**

Write the following on the chalkboard:

I have a little brother. Most of the time my little brother is polite, helpful, tidy, interesting, good-natured, and fun to have around; but sometimes he turns into a monster!

Have pupils note that the underlined words describe a certain kind of person, a person that the writer likes very much.
Then have them note that the ending of the sentence describes a very different kind of person.

Ask: Where does the reader first know that the feeling of the sentence is going to change? (The word but signals a change in emphasis.)

**use adjectives to elaborate sentences**

Have pupils think about how Aladdin's children might have described the genie.

Write on the chalkboard:

**use "but" as a connective**

Most of the time our genie is _____ , _____ , _____ , and _____ ; but sometimes he is _____ and _____ .

Have pupils provide adjectives to fill in the slots.
Write the adjectives in the sentence in the order in which they are given and then have pupils consider how they sound.
Guide pupils in reordering them to produce the best possible "sounding" sentence.

| Suggested Adjectives | |
|---|---|
| energetic | lazy |
| kind | irritable |
| helpful | cross |
| hard-working | mean |
| busy | cranky |
| useful | annoyed |
| cheerful | horrid |

Refer to "Walter and His Magic," *Trampolines*, page 6.
Write on the chalkboard:

Most of the time Walter's cat was _____ , _____ , and _____ ; but then one day _____ .

Have pupils supply adjectives to complete the first part of the sentence. Then have them compose sentence endings that recognize the influence of but.
Have pupils evaluate their adjectives to see if they (i) present a similar point of view and (ii) contrast with the ending.

| Suggested Adjectives | |
|---|---|
| small | sneaky |
| soft | mean |
| friendly | violent |
| playful | murderous |
| furry | cruel |
| purry | sly |

Repeat the procedure with the following:

Most of the time my friend is _____ , _____ , and _____ ; but then one day _____ .

| Suggested Adjectives | |
|---|---|
| cheerful | cranky |
| fun | sad |
| laughing | nasty |
| kind | mean |
| pleasant | scowling |

Most of the time I am _____ , _____ , and _____ ; but one day _____ .

| | |
|---|---|
| healthy | scared |
| happy | lonely |
| curious | quiet |
| eager | sad |
| noisy | sick |
| glad | uninterested |

# Activity 7*

**Revising a composition**

revise a group composition

Have pupils reread the spell created by the group in Activity 2 and judge (i) whether it "fits" the animal to be created and (ii) whether it has a "magic sound." Read the spell aloud to pupils and have them discuss suggestions for refining it. Avoid change for the sake of change. The group should agree that any change in wording is an improvement.

Read the composition to the group. Question to focus attention on possible weak areas such as (i) sequencing; (ii) sentence length; (iii) sentence variety; (iv) opening sentences; (v) precise and interesting vocabulary. Guide the group in making two or three improvements if needed. (Note that over-revising is likely to lessen enthusiasm for writing.)

Have the revised composition recorded in the group's permanent record book.

revise personal compositions

Have each pair of pupils who worked together to write their own composition reread it and make any changes they feel are necessary.

share compositions

Have each pair team with another and share the revised compositions.

# Activity 8

***Trampolines*, page 17: Reading a poem—**
**"A Hippo Sandwich"**

read a nonsense poem

Tell pupils that there is a nonsense poem about an unusual meal on page 17 of *Trampolines*.
Have them read "A Hippo Sandwich" silently, then read it orally to them.
Talk briefly about the poem, perhaps having pupils suggest things they would add to the sandwich.
Have individual pupils read the poem orally.

***Workbook* Follow-up, page 5: Reading a poem**
**Writing a poem**

read a poem orally

Have pupils read the first poem on *Workbook* page 5 and then, in the space provided, prepare their own sandwiches.

write poems

In their notebooks have them write a second poem in the same pattern, choosing their own topics or using one of the following:

I want a car with (33 spaces) and yes some wheels
I want a sundae with (33 spaces) and yes some ice cream
I want a party with (33 spaces) and yes some guests
I want a parade with (33 spaces) and yes some clowns

Have pupils share their poems.

Read the "String Poem" on *Workbook* page 5 with pupils, and encourage pupils who are interested in this pattern to write their own poems as an independent activity.

# Activity 9*

**Understanding sentence meaning – idiom**

understand sentence meaning – idiom

Say: Nadia and Louis had not lived in Canada very long and were just learning to speak English. Usually they understood very well when anyone spoke to them but sometimes they were confused.
One day the teacher told Neil to look through the box of paper scraps to try to find a bit that was the color he needed. As Neil started to look, he said to Nadia, "I might as well look for a needle in a haystack."

"I don't understand," said Nadia.

Another day, Max asked Louis to come home with him after school and go bike riding. "We'll have a ball," said Max.

"I don't understand," said Louis.

Another day, Nadia watched two of the older boys fighting and quarrelling on the playground. Finally one of them said, "Oh, let's bury the hatchet!" and they went off together.

"I don't understand," said Nadia.

recognize and interpret familiar ideas

Have pupils consider the three expressions that were confusing, and recognize that each has developed a specific meaning in the language that is quite distinct from the literal meaning.
For example, ask:

What is a haystack?
Suppose you lost a needle in one. Would you be likely to find it? Why?
When do we say that something is like "looking for a needle in a haystack"?

Relate the expression "have a ball" to ball meaning "a fine party."

Tell pupils that some North American Indians had a custom of burying their weapons (including hatchets) when they made peace with another tribe, so now we use the expression "bury the hatchet" to mean making peace with anyone we have quarrelled with.

Read each of the following sentences and have pupils explain the underlined expression in each sentence:

James lost his head when the score was tied, and ruined the game for us.
We won't take him camping with us – he's scared of his own shadow.
No wonder Maria didn't notice you – she's always got her head in the clouds.

***Workbook* Follow-up, page 6: Interpreting idioms**

understand idiom

Have pupils read each sentence and note the underlined idiom, then mark with an X the word or phrase that expresses its meaning.
Have pupils find the picture that illustrates the literal meaning of the underlined words and write the idiom under it.

# Activity 10

**"Are You Able?" Listening to a nonsense poem**
**Choral speaking**

**listen to a nonsense poem**

Instruct pupils to listen as you read a nonsense poem and find out who is having a conversation in it. Read "Are You Able?"

**ARE YOU ABLE?**

"Are you able,"
Said the table
To the little wooden chair,
"To walk across the garden
And bring me back a pear?"
"Of course I can't,"
The chair said,
"I know you like to eat
But after all you know quite well
I'm just a wooden seat!"

"Are you able,"
Said the table
To the little china bowl,
"To walk across the garden
And bring me back a mole?"
"Of course I can't,"
The bowl said,
"I know you'd like a pet
But even though some day I may
I cannot do it yet!"

"Are you able,"
Said the table
To the little paper book,
"To walk across the garden
And bring me back a cook?"
"Of course I can't,"
The book said,
"What a silly thing to say.
You know I never leave the shelf
On such a sunny day!"

"Are you able,"
Said the table
To the little purple grape,
"To walk across the garden
And bring me back some cake?"
"Oh dear me No,"
the grape said,
"I know you'd like some lunch
But you know quite as well as I,
I cannot leave the bunch!"

—Joan Goddard

**distinguish between fact and fancy**

**note details**

Ask: Why is this poem called a nonsense poem?
What four things did the table want?
What object did it ask to get each of them? (Reread some stanzas if necessary.)

Say: Listen as I reread the poem and find the reason each object gave for not doing as the table asked.

**recognize sequence**

Sketch on the chalkboard: (i) a chair and a pear
(ii) a bowl and a mole
(iii) a book and a cook
(iv) a grape and a cake

Have pupils recognize this as a guide to the sequence of questions.

**say a poem in unison**

Reread the poem, having the pupils join in on the first five lines of each stanza to ask the questions.
Repeat this at least twice.

Divide the pupils into two groups. Reread the poem, with one group joining in on the questions and the other on the answers. Do not expect the pupils to have memorized the poem completely. Particularly in giving the answer, they will join in as you read, rather than recite it independently.

# Activity 11

***Trampolines*, pages 17-24: Reading a story – "The Plant from Mars"**

**Interpretation skills:** *Pupils will have an opportunity to demonstrate their ability to apply several of the interpretive skills focussed on in units of Level 6.*

**Core Vocabulary**
**Unit** – let hold book box
**Review** – turn about through better next around cut put search (ed)

**Application of known phonic and structural principles**

earth tear pearl streamers; pounced magnificent parcel service; stopped wrapping chapping slipped slammed sparkling poking amazing glowing glittering; firmly carefully slowly gradually

use title to predict

**Preparation for reading**
Tell pupils that this story was first written in French by a Montreal author and was translated for their book. On the basis of the title, have them predict when it takes place, and whether it will be realistic or fanciful.

make inferences

**Guiding the reading**
Have pupils read pages 17 and 18.

understand detail

**Questions:**

What does it usually mean when mail comes "special delivery"?
Why do you think Denise's parcel was "Special delivery"?

understand relationships – cause-effect

What details suggest that this is indeed an unusual gift?
What details in the second paragraph on page 18 suggest that tte plant is a very unusual one?
Why is Pierre surprised?

Have pupils react to the picture on page 19, then read pages 19 and 20.

form sensory impressions

**Questions:**

What was the tree like the first day?
What words does the author use to help you picture it?
How does Denise help you to see it?
What changed the tree's appearance?
What effect did that have on Denise's attitude to it?
What else do you think made her angry?

Have pupils study the picture on page 21 and then finish reading the story.

**Questions:**

How did Denise try to destroy the tree?
What effect did her efforts have?
How did she finally manage to destroy it?

recognize fanciful writing

Do you think this could really happen – even in the future?

relate ideas from several selections

Have pupils note that "The Genie," "The Princess of Tomboso," and "The Plant from Mars" all told stories about objects with magic powers that worked for their owners. Have them choose a favorite.

use context to define words

In another lesson period, guide pupils in the use of context cues to determine word meanings.

**Note:** *You may wish to have pupils review the procedure for identifying words (see* Handstands, *page 33). Remind pupils to ask themselves questions about words the author uses –*

*What is the selection about?*
*What word would make sense?*
*What word would fit in the sentence?*
*What letters are in the word – at the beginning? at the end?*

*Pupils should be encouraged to use many cues to identify words and to determine the meanings of words.*

Use the following examples from the story "The Plant from Mars":

1. This present comes to you through the generosity of your brother Pierre. (page 18)
   What had Pierre done?
   What words do you use to describe people who give presents?
   What words can you use to explain the word generosity? (unselfishness, willingness to share, willingness to give things)

2. As an old friend, Thérèse felt free to give her frank opinion: "The tree isn't very pretty will all those things hanging on it, is it? I think the little streamers that are coiling by themselves are the nicest ones of all." (page 20)
   What did Thérèse think of the tree?
   How did she let Denise know what she thought?
   Did Thérèse say exactly what she thought about the tree? Why could she do that?
   What words can you use to explain the word frank? (open, free in expressing what you really think, saying what you really think, not afraid to say what you think)

Use the following examples in another short lesson for pupils who require additional instruction:

1. special offer; coupon (page 18)
2. coils (page 19)
3. flabbergasted (page 20)

### *Workbook* Follow-up, page 7: Answering questions

recall story detail

form sensory impressions

Have pupils recall the story and write answers to the questions on page 7. Check the work with the group.

# Activity 12

**Understanding the term "syllable"**
**Determining the number of syllables in a word**

identify vowel letters and vowel sounds

1. Write the following words on the chalkboard. Have pupils identify the number of vowel letters and the number of vowel sounds in each. Stress that a word with more than one vowel letter may have only one vowel sound.

| | | | |
|---|---|---|---|
| hand | wish | square | lost |
| each | change | rain | dust |

2. Write the following words and pronounce each. Have pupils identify the number of vowel sounds in each.

| | | | |
|---|---|---|---|
| jacket | breakfast | palace | lazy |
| obey | carpet | better | listen |

understand term "syllable"

3. Review the term syllable. Define it as a word or part of a word in which one vowel sound is heard.
Have pupils tell how many syllables there are in each word in the chalkboard lists. (Do not attempt to divide them into syllables at this time.)

determine number of syllables in a word

review term "accent"

4. Pronounce the following words and have pupils tell how many syllables each has.
Review the term accent.
In two-syllable words, have pupils identify the accented syllable.

| | | | | |
|---|---|---|---|---|
| kind | explain | fish | rabbit | spend |
| problem | happen | answer | about | garden |
| right | grass | name | otter | read |

***Workbook* Follow-up, page 8: Assessment – Recording number of vowels, vowel sounds, and syllables**

identify vowel letters and sounds

determine number of syllables

Have pupils study the key at the top of the page. Then have them pronounce each word and record the specified information in the ◯, □, and △.
Have them note that the first one is done as an example.

Use this page as an assessment page. For pupils who have difficulty in listening to identify the number of syllables, provide further practice before proceeding with the syllable lessons of Unit 59. See the Appendix for extra lessons.

# Activity 13

**Recognizing core vocabulary – be hand own sure wish each hold let box book**

**Note 1:** *Most of the words listed as core vocabulary at Level 7 will already be recognized at sight by your pupils. A sight vocabulary is best developed as a result of frequent experiences with words in meaningful reading situations rather than being "taught."*
*Because of this, words are seldom listed as core vocabulary until pupils have met them a number of times in the Expressways program and probably in other reading too. The core vocabulary activities provide a check to ensure that pupils are developing an automatic response to words listed by authorities as basic to fluent,easy reading at this level. Do not spend time on words your pupils know.*

**Note 2:** *Pupils should recognize not only the basic list words but other words that have the same spelling pattern.*

**Note 3:** *If some pupils are not increasing their sight vocabulary as a result of regular reading experiences, plan many short exercises similar to those used in this activity and continually stress the importance of getting to know words.*

recognize core vocabulary

1. Across the chalkboard write: be hand let wish box book hold

   Have each word identified. Then write the following words in random order in columns under the rhyming core words and have pupils identify each as you write it.

| | | | | |
|---|---|---|---|---|
| get | land | dish | took | look |
| me | met | band | fish | told |
| fox | hook | wet | sand | he |
| cook | jet | she | cold | we |

2. Name words at random from the list and have pupils circle them.

3. Write the following sentences on the chalkboard:

   Each time Jacques visited the princess he wanted to obey his brothers. But when she begged him to let her hold the belt or the purse or the bugle in her own hands, he gave in. Each time he was sure she would return it. But she was just as sure she could trick him and keep it.

   Have pupils read the sentences silently, then name each of the underlined words. Have sentences read aloud.

4. Write further sentences, using any of the words pupils do not identify readily; have them read aloud; have the core words underlined.

read a story

understand details

make inferences

***Workbook* Follow-up, pages 9-10: Reading a story**
**Understanding detail**
**Making inferences**

Have pupils read the story and complete the exercise on page 10. Have them discuss their answers.

# Activity 14

**"The Unhappy Land of Grump": Listening to a story**
**Recognizing characteristics of fanciful writing**
**Recognizing relationships – cause-effect**

Tell pupils to listen as you read a story that is meant to be just for fun. Tell them to listen for the parts of the story that indicate it is fanciful rather than realistic or "true."

**Note:** *This story is suitable to be used in more than one lesson period. You may wish to break it into shorter lesson periods, and see if pupils can remember what they had heard previously.*

Read "The Unhappy Land of Grump" and discuss briefly the questions after each part.

## THE UNHAPPY LAND OF GRUMP

Part I

attend to a story

Prince Obadiah of Grump, son of King Cantankerous the Tenth, jutted out his chin and looked determinedly at the small yellow bird sitting on the marble bench beside him. "My mind is made up, Abercrombie," he said. "No more palace gardens for me. I'm off to find adventure. Statues! Fountains! Roses! Pooh!!" Obadiah frowned. "And Father will never notice I've gone. He's so busy studying the stars that he doesn't even see me most of the time! Anyway, I'd like you to come with me, Abercrombie, but it might be dangerous, so . . . "

Before Obadiah could finish, Abercrombie flew to his shoulder and sat there firmly. If there was to be danger and excitement, Abercrombie Goldenfinch was certainly not going to be left behind.

Together, Obadiah and Abercrombie marched past the rose gardens, past the rock gardens, past the lotus pools, past the waterfalls, past the fountains, past the statues, down the imperial driveway, under the royal archway, and out into the dusty road.

The summer morning sun shone warm and yellow, and Obadiah danced down the road singing merrily:

We'll sing and we'll dance,
We'll skip and we'll prance,
For we're off for adventure
Abercrombie and me.

Abercrombie flew ahead, circling and diving and executing extraordinary twists and twirls among the trees that lined the road. It was a magic morning road. Wild flowers jumbled and tangled at its edge. Pools and streams glinted among the trees. Whirrings and stirrings and bustlings and rustlings were all about them. Obadiah saw flashes of fur and glimmers of shining eyes among the grasses and reeds.

Almost before Obadiah and Abercrombie had noticed it, they were in the forest. Above them was a canopy of green leaves with patches of blue between. Beneath their feet, the floor of the forest was thick with grass and moss and tangled vines embroidered with flowers.

Suddenly, from far off, came the sound of someone singing. The sound came closer. Someone with a sweet, clear voice was singing an

old, forgotten song. Then a young girl, about Obadiah's age, appeared. Her curling earth-brown hair was twined about with white flowers. She wore a dress that was sometimes green, sometimes blue, and sometimes the color of rippling water.

She smiled at Obadiah and held out her hands to him. "I'm Miranda. Come sing with me."

Obadiah looked into a pair of merry blue eyes and joined Miranda in the song. As they sang, the leaves of the treee began to dance to the music of the song, and the grass began to dance, and the flowers began to dance, and Abercrombie's small yellow breast swelled and he sang as he had never sung before. From far away, pipes began to play. They played faster and faster and faster until the whole forest was whirling around in an incredible dance.

Suddenly the music and the dancing stopped! Everything was still. And Miranda was gone!

note characteristics of fanciful writing

recognize relationships – cause-effect

make predictions

**Questions:**

What things tell you that this is a fanciful story?
What name do we give to this kind of story? (fairy tale)
Why was Prince Obadiah unhappy?
As Obadiah and Abercrombie started out on their adventure, the author says "It was a magic morning road." What did this sentence lead you to expect?
What do you think happened to Miranda?

Part II

Tubworth Catkins' small house on the edge of the forest was warm and cosy, with round windows. Tubworth was partial to things that were round. He liked round buns, round clocks, round tables, round carpets, and he wore round spectacles that sat on the tip of his very round nose.

Tubworth loved his house except for one thing. He had an old bell with a raspy voice that hung over his front door. A long chain was attached to the bell, and at the end of the chain was a note saying:

please ring
L O U D L Y

Tubworth longed for a round, golden bell with a beautiful voice that would announce his visitors in a proper manner, but such bells were rare and costly.

Suddenly Tubworth Catkins heard –

Blink blunk blink blunk
blinkblunkblinkblunk blink!

Tubworth frowned. Someone was ringing his bell very loudly indeed. It started again –

Blink Blunk
blunk bloonk bloonk blunk

"I'm coming, I'm coming," Tubworth called.

Blunk blunk blunk
K k e r r u m p! –

The bell had fallen off.

"Drat!" said Tubworth. "Whoever's at my door is mighty anxious to get in."

Tubworth settled his spectacles firmly upon his nose and hurried to the door. He opened it wide and looked out into the dusky evening. No one was there. Then Tubworth noticed a small yellow bird who seemed to be perched in mid-air.

"Please, sir, would you let us in?"

Tubworth adjusted his spectacles and peered closely at the bird. "Bless my soul, a talking bird. I didn't think there were any left."

"It's not Abercrombie who's talking, sir; it's me. Would you let us in? And I'm sorry about your bell. But the note *did* say 'ring loudly'."

"'Don't worry about it, bells can be mended," replied Tubworth. "But if it isn't this little yellow bird who's talking, who is it? Before I let you in, you will have to tell me WHO you are and WHERE you are."

"I'm Prince Obadiah, my father is King Cantankerous the Tenth, and I'm standing right in front of you. You see . . . ," Obadiah hesitated, "I'm invisible! Abercrombie and I went looking for adventure in the forest and . . ."

Tubworth smiled. " . . . and you found it. Well, come in, both of you. No one can say Tubworth Catkins is ever surprised at strange happenings in the forest. I've lived too long on the edge of the forest for that."

When they were inside, Tubworth turned to Obadiah. "Now, young prince, you had better tell me what happened."

Obadiah related the story up to the point where Miranda disappeared.

"Well, what happened then?"

Obadiah continued, "Well, we went looking for Miranda among the trees, and, as I pushed some bushes aside, I noticed that I couldn't see my hand. Then I looked down at my feet and I couldn't see them either. I couldn't see myself at all. Abercrombie and I didn't know what to do, so we followed a pathway close by. It led straight to your house, and here we are. . . . Mr. Catkins, do you know who Miranda is?"

"She's the daughter of the Leader of the Forest Folk. The Forest Folk are gentle people but very skilled in the old, forgotten arts."

"Like making me invisible, I suppose," Obadiah said irritably. "I wonder why she did it."

"Oh, that wouldn't be Miranda," said Tubworth. "It would be the Leader who did it. But I, too, wonder why."

Tubworth sat in thought for a moment. Then he said, "Is it not true, Prince Obadiah, that after your father, King Cantankerous, lost one of his favorite hounds in the forest he threatened to cut all the trees down? This spell cast on you might be a warning to him. Anyway, the thing to do now, I suppose, is to try and remove the spell."

Tubworth climbed onto a stool and searched at the top of a tall cupboard. Then he carefully lifted down a large, dusty book. He blew the dust off the top and placed the box on the table.

"This is a very ancient *Book of Spells*," he said. "I haven't used it more than three or four times in my entire life." Tubworth gently turned a few pages. "Ah, I think I'll try this one."

Tubworth polished his spectacles, placed them very firmly on his nose, drew himself up to his full height of 150 centimetres, cleared his throat and read:

BY WOOD, BY BROOK, BY HILL, BY STONE,
APPEAR AGAIN, BLOOD, FLESH, AND BONE.

Tubworth waited a few seconds and then said more loudly,

APPEAR *A G A I N* BLOOD, FLESH, AND BONE.

Obadiah remained invisible.

"Hmm . . . " Tubworth turned a few more pages. Then he read:

SHOOBALA SHOOBALA SHOOBALA SHEEN
SPOTS OF PURPLE AND EGGS OF . . .

Suddenly Tubworth stopped and peered at the page closely. "Oh, I've made a mistake. That's a spell for turning things green. Thank goodness, I didn't finish *that* spell."

Obadiah sounded anxious. "Do you think you can find the right spell, Mr. Catkins?"

"Well, I shall certainly try." Tubworth turned a few more pages. "Now this looks VERY promising." He read:

RIMLING WANGLE RIMLING WEE
RIMLING WANGLE MAKE ME SEE.

Abercrombie flew around the room excitedly.

"Can you see me, Mr. Catkins?" asked Obadiah.

"Yes, yes, you are beginning to appear now. I can see the top of your head; now I can see your eyes. Now I can see . . . yes . . . no . . . wait . . . you're beginning to fade again. You've disappeared!"

Tubworth sighed. "I'll try it again. It needs more power."

He clapped his hands twice, stamped his foot three times, and repeated the magic words as loudly and as quickly as possible:

RIMLING WANGLE RIMLING WEE
RIMLING WANGLE MAKE ME SEE.

Everyone waited breathlessly.

But Obadiah remained invisible.

Tubworth tried the spell again, this time even faster, and all in one breath. His cheeks turned scarlet, and his forehead was damp with effort. Finally he sat down exhausted.

"It's no good, Obadiah, only the Leader of the Forest Folk can remove this spell. We had better all go to bed and make new plans in the morning."

recognize characteristics of fanciful writing

form sensory impressions

recall details

**QUESTIONS:**

What things in this part of the story tell you that this is *really* make-believe?
What picture of Tubworth Catkins did you see as you listened? (Have pupils recall all the "round" things.)
What had happened to Prince Obadiah?
Why couldn't Tubworth break the spell?
What plans do you think they will make in the morning?

Part III

King Cantankerous the Tenth was pacing up and down the Royal Astrology Room in a rage. His eyes were flashing, and his brows were drawn together in a frown. Up and down, up and down he went.

"Is there no one in the entire land of Grump who can tell me where my son is? A whole night has been spent searching for him," he shouted.

King Cantankerous spun around and glared at General Broadfoot de Biscuit, who was quaking so much that his spurs were clattering on the tiled floor.

"What is the army doing, General de Biscuit? Why haven't they found the Prince? There is nothing else for them to do. We haven't had a war in 500 years."

General de Biscuit's spurs clattered even more loudly. "Your Majesty, do you think . . . that is . . . I mean . . . do you think . . . "

"Yes, I DO think, General. I think I am surrounded by NINCOM-POOPS!!"

The King spun around again and glared at the Lord High Chancellor, Sir Circumflax Podkin. "Well, Sir Circumflax, and what do you have to say?"

Before Sir Circumflax could say anything at all, there was a noise at the door, and one of the King's footmen burst into the room.

"Your Majesty, a person has just arrived at the palace who says he knows where the Prince is."

"Bring him to me immediately."

"Ahem . . . " Tubworth Catkins stood at the door and coughed discreetly.

The King stopped pacing and turned around.

Tubworth adjusted his spectacles, cleared his throat, and bowed. "Your Majesty, my name is Tubworth Catkins. I know where the Prince is, Your Majesty."

"Well, where is he?" thundered the King.

Tubworth took a deep breath and went on. "The circumstances are a little unusual, Your Majesty."

The King waved imperiously. "Never mind the circumstances; just tell me where the prince is!"

"He's here in this room, Your Majesty."

"In this room? I can't see him."

"Well, no, Your Majesty. You see, he's invisible."

For one second everything in the room was silent, and then the King roared –

"I N V I S I B L E ? ? ! "

The entire palace shook. Wine glasses shattered in the Banquet Room, mirrors cracked in the Ball Room, and pots and pans crashed to the floor in the kitchen.

"I-N-V-I-S-I-B-L-E?" the King roared again.

"Yes, Father," said Prince Obadiah.

The King was so startled that he stopped roaring. "Obadiah? Where are you?"

"Right here, Father. Standing beside General de Biscuit."

The King turned to his Lord High Chancellor. "Sir Circumflax, I want every wizard, sorcerer, and magician in the Kingdom summoned to the palace immediately. I want no effort spared to make my son visible. And General de Biscuit . . . "

"Yes, Your Majesty."

"I want every corner of Grump searched until we find out who cast this spell upon the Prince."

Sir Circumflax and General de Biscuit were about to carry out the King's orders when Tubworth spoke. "Your Majesty, I believe I know who put the spell upon Prince Obadiah and why it was done."

"Well, speak, Tubworth Catkins. Name this villain."

"Your Majesty, I believe the Leader of the Forest Folk placed the spell upon Prince Obadiah, and I have already taken the liberty of sending a message asking the Leader to come to the palace."

The King snorted. "And do you imagine, Catkins, that this Leader will come without my army to do some coaxing?"

"Yes, Your Majesty, I know the Leader will come. The Forest Folk fear no one, not even King Cantankerous the Tenth."

develop vocabulary

**Questions:**

What kind of person is King Cantankerous?

Have you ever heard the word cantankerous before? What do you think it means?

make inferences

recognize characteristics of fanciful writing

What plan *had* Tubworth and Obadiah made?
What things in this part of the story are fanciful?

Part IV

There was silence in the palace. Not even the King spoke.

Suddenly, the voice of Obadiah broke the silence. "Father, come to the window quickly. I can hear music across the gardens. It's Miranda!"

The King strode to the window. "Who's Miranda?" he asked. But he didn't hear the reply. He was staring through the window in disbelief.

Coming across the palace garden was a tall, slender woman with long dark hair that flowed in ripples to her waist. She wore a dress of green, embroidered with golden roses at the hem. And upon her shoulder sat Abercrombie Goldenfinch, his yellow feathers shining in the sunlight. Beside her walked Miranda, and behind them came two of the Forest men, one playing a reed pipe, and the other singing the song Obadiah had heard in the Forest. The song was sung with such great sweetness that even the King stood quietly.

Tubworth gently touched the King's arm. "Your Majesty, the Leader of the Forest Folk has come."

The King frowned. "The Leader?"

"Yes, Alrissa is the Leader of the Forest Folk."

"Well, this Leader will be made to answer for the deed done."

"I am ready to do so, Your Majesty."

The King turned from the window. Alrissa stood before him. Behind her stood the two Forest men, now silent. Miranda was no longer at her side.

"Then answer me, Madam. By what right have you made the Prince invisible?" said the King.

Alrissa looked into the King's face. Her eyes were clear and calm. "My Lord, you rule from the palace, your eyes ever turned toward the stars. You have never entered the forest or met those who dwell there. The life of the forest is unseen by you. The villages, rivers, meadows, and towns of Grump are unknown to you. The gardens of the palace, changing throughout the seasons, are unnoticed by you. Even the Prince lives in this garden unseen by you."

"Madam, beware your tongue!"

But Alrissa, unafraid, continued, "You have threatened to destroy the forest. It is my task to care for my people. By making the Prince invisible, I hoped to make you aware of my people, and of all the people of Grump, and even, perhaps, of the Prince, your son. Prince Obadiah has not been harmed. His feet were set on the pathway that would lead him to the home of Tubworth Catkins where I knew he would be made welcome."

The King shouted, "Never mind all that! My son must be made visible immediately!"

But Alrissa said, "First you must promise to take more notice and care of your people – all your people."

form sensory impressions

recognize relationships – cause-effect

**Questions:**

Who was the Leader of the Forest Folk?
What kind of person do you think she is?
What picture of the Forest Folk did you see?
Why *had* the spell been put on the prince?

Part V

The King glowered. The King paced up and down.

"Forests!" Harrumph!!

"Towns and villages!" Snort.

"Gardens! What nonsense.

"Not noticing my own son! What absolute rubbish."

When the King grew tired of pacing up and down, he tapped his fingers irritably on the window.

Everyone in the room stood motionless, saying not a word.

"Maybe I WILL cut down the forest. After all, I am the King!"

Suddenly Obadiah spoke again. "Father, please do what the Leader says. You are not a bad person. You are really kind. Let the people see how kind you are! Wouldn't you like to be a popular King?"

The King frowned. It was a difficult situation, and he didn't know how to get out of it gracefully. Suddenly he stopped tapping his fingers. "Popular! Yes, of course, what a good idea. Why didn't I think of it before?"

The King shouted, "Sir Circumflax, I want you to send messengers over the entire Kingdom proclaiming that the King is about to make a Grand Royal Tour of Grump. Announce that the King will visit every village, town, meadow, and river in Grump."

"And the forest, Your Majesty?" asked Alrissa.

"Yes, yes, of course, the forest as well."

"I'll see to it immediately, Your Majesty," said Sir Circumflax.

"Oh, I haven't finished, Sir Circumflax. You haven't heard the best part. There is to be a Royal Garden Party, and everyone is to be invited.

"And you, Lady Alrissa, must organize it – this year and every year."

"With pleasure, Your Majesty," Alrissa said.

"And now," said the King, "will you please make my son visible again?"

Alrissa said very quietly,

RIMLING WANGLE RIMLING WEE

RIMLING WANGLE MAKE ME SEE.

And there was Prince Obadiah smiling at his father. Abercrombie flew excitedly around the room and Tubworth Catkins said, "Now, why wouldn't that spell work for me?"

The King was so pleased to see his son that he even gave him a hug and laughed out loud. Suddenly, as never before, the palace rang with laughter, and every one was happy.

The King's Grand Tour was a tremendous success. Everywhere he and Prince Obadiah went there was much cheering and waving of banners and Hurrah-ing and Long-Live-the-King-ing, for the Grumpians had always had a soft spot for the gentle Prince Obadiah and now they realized that King Cantankerous was really as kind and as gentle as his son.

The Garden Party was also a great success. There was lots of music and dancing. All kinds of good food and drink, and fireworks in the evening.

The highlight of the day, however, was when His Royal Highness Prince Obadiah, with Abercrombie on his shoulder, presented a beautiful golden bell with a glorious voice to Mr. Tubworth Catkins in recognition of meritorious service in attempting to remove a very difficult spell. The Grumpians cheered themselves quite hoarse as Tubworth bowed and waved and enjoyed himself no end.

And, from that day on, according to Abercrombie Goldenfinch, who flew all over the land, there never was a happier place to live than the Kingdom of Grump.

—Joan Goddard

recognize relationships – cause-effect

recognize emotional reactions

**Questions:**

Why do you think the King didn't agree right away to do what Alrissa asked? (Be sure pupils note that, even in fairy tales, it isn't easy to change habits.)
Who made it possible for the King to change?
How did the King feel when he saw his son again?

Was the ending right for a fairy story?
How was the "spell" in this story different from the "spell" in "Walter and His Magic?"

***Workbook* Activity, page 11: Assessment – Associating vowel sounds and symbols**
**Reading directions**

read directions

associate sound and symbol – vowels

Have pupils read directions for the game on page 11, then find words whose vowel sounds match those in the key words in question 2. Encourage them to use, where possible, words to show that the vowel sound is represented in different ways.
Have them diagram how the game would be organized.

**Checking achievement**

Do pupils
- –enjoy poetry and stories?
- –understand common English idioms?
- –effectively proofread and revise their writing by working in small groups?
- –identify cause-effect relationships as they read or listen?
- –enjoy dramatizing story situations?

Can pupils
- –identify words with inflectional endings -er and -est and use them appropriately?
- –recognize words from the core vocabulary and words with similar spelling patterns?
- –use context to determine word meanings?
- –identify, through listening, the number of syllables in a word?
- –do individual or small-group writing in accord with a pattern established for them?
- –read and interpret a play?

# Spelling

**Note 1:** *See the Introduction for comments on the Spelling Program.*

**Note 2:** *Five objectives are paramount for the Spelling Program; these should be kept in mind during all the activities.*

*(i) Pupils will develop a spelling sense and consider spelling an important factor in their communicating through writing.*
*(ii) Pupils will master the spelling of a core list of words frequently used in writing at this level.*
*(iii) Pupils will apply their knowledge of sound-symbol relationships and word structure in encoding words.*
*(iv) Pupils will learn a method of word study that they can apply independently in learning the spelling of a word.*
*(v) Pupils will apply what is learned in the spelling program in all written work.*

**Note 3:** *Spelling activities for each unit are grouped at the end of the unit to allow greater flexibility in program planning. While many teachers will want to integrate such activities in the block of time used for language instruction, others will want a regular time set aside for them.*

**Note 4:** *The word lists for each unit are organized to help pupils to use their knowledge of sound-symbol relationships and of word structure to encode as well as decode words.*
*As well as words related to the phonics and word structure lessons of the unit, most lists include some words from Thomas's "Basic Spelling Core"*[1] *that are important because of their frequency of use in Grade Three writing, but are not tied to the phonics of the unit.*

**Note 5:** *Many of the words listed will have been mastered as a result of writing and reading experiences in Grades One and Two. Most teachers will use a test-study-test approach with these lists and spend time only with words pupils cannot spell.*

**Test-Study-Test**
1. Test pupils on the words.
2. Check spelling carefully.
3. Pupils study the words they spelled incorrectly.
4. Retest on the **total** list.
5. If pupils still have errors, these words should be listed in their personal reference list on page S32 of the *Workbook*. At various times, with individual pupils, repeat the test-study-test procedure with these words.

**Note 6:** *"Research has consistently shown that it is more efficient to study words in lists than in context" (Thomas, page 59).*[2] *Short spelling periods that concentrate attention on spelling rather than language activities are likely to be most effective in improving spelling.*

[1]Ves Thomas, *Teaching Spelling* (Toronto: Gage Educational Publishing Limited, 1974).
[2] Ibid, page 59.

**Note 7:** *Successful learning in spelling depends on how accurately children hear the sounds in a word, and pronounce it; their knowledge of how sounds are represented; their understanding of word structure; their ability to visualize a written form; and kinaesthetic experiences with the word. Children should be taught a method of study that incorporates all of these. An accepted method of word study follows:*

**WORD STUDY PROCEDURE (WSP)**

1. See the word in isolation. Look at it closely.
2. Pronounce it. (And listen as it is pronounced.)
3. Study the word.
    (i) Think about sound-symbol relationships.
    (ii) Note structural features.
    (iii) Visualize the word.
4. Write the word.
5. Check the spelling.
6. Write the word again.
7. Check the spelling.
8. If necessary, repeat the steps.

*Pupils are most likely to develop this pattern of word study as an independent study habit if the teacher leads them through the steps many times. For this reason, this procedure should be used with each word that is studied. In addition, pupils should be expected to undertake other activities through which they use the words in writing activities.*

**Note 8:** *When dictating words, always say the word first, give a sentence using the word, then repeat the word. Sentences are not given in the lesson plans; it is expected that each teacher will use his/her own sentences.*

**Note 9:** *Pupils are taught the spelling of a core list. The activities emphasize that the core list should be extended by including inflected and derived forms of words in the unit, and by having pupils write other words that follow a similar spelling pattern.*

**Note 10:** *The core list includes some words that were on the lists for Levels 4, 5, and 6 that research has shown continue to cause difficulty for many Grade Three pupils.*

**Note 11:** *Page S30 of the pupil* Workbook *provides an alphabetical reference list of words taught at Level 6. Page S31 of the pupil* Workbook *provides an alphabetical reference list of the words taught at Level 7. Page S32 of the pupil* Workbook *should be used by the individual pupil as a personal reference list of his/her own spelling errors.*

**Note 12:** *Although practice is provided in the* Workbook, *pupils should have another exercise book for spelling activities. Sometimes a* Workbook *exercise will specifiy "Write the words . . ." but in order to provide enough exercises, no space is provided for writing the words. This writing should be done in spelling exercise books.*

**Note 13:** *Pupils should recognize the list words at the top of the* Workbook *pages as their reference list of words studied.*

# Spelling

## Unit Words

| | | | | |
|---|---|---|---|---|
| hay | played | rain | to | said |
| may | stayed | wait | two | air |
| way | playing | baby | their | Mr. |
| day | staying | lady | there | Mrs. |
| stay | family | children | brother | present |
| | | | sister | because |

## Spelling Activity 1

1. Write may on the chalkboard. Direct attention to the two letters that represent /ā/.

day hay ← 2. Have pupils write may in their notebooks and then dictate the words in the margin at the left.
way stay

3. Have pupils note that ay often represents /ā/ at the end of a word.

pay bay ← 4. Dictate the words at the left to extend the basic list.
say jay

5. On the chalkboard write pray and stray, then prayed, praying; strayed, straying. Have pupils note that when inflectional endings are added to words ending in ay, the root remains the same.

played stayed ← 6. Dictate the words at the left.
playing staying

***Workbook* Follow-up: page S1**

Be sure pupils understand the term "list words" and recognize that the words they write at the top of the spelling pages provide them with a reference list.

Remind pupils that neat handwriting plays an important role in developing accurate spelling.

Have the exercise completed independently.

## Spelling Activity 2

family air ← 1. Using the following procedure, pretest pupils on the words listed at the left.
children Mr.
brother Mrs.
sister said
present

Pretest Procedure

(i) Have pupils number a page in their exercise book from 1-9. Tell them that if there is any word they can't spell, they should put a line beside its number. (Be careful, however, that pupils who can spell a word but lack self confidence don't take advantage of this.)

(ii) Dictate the words, using each word in a sentence.
(iii) Check the spelling. (At this point you should check it yourself, as it is often difficult for pupils to spot their own errors.)
(iv) Write each word on the chalkboard, and have pupils who had errors write each word correctly as you come to it.

2. From the pretest list, develop a list of words that need further study by some pupils. (Pupils should not be required to study words they can already spell correctly. Plan independent reading or writing activities for those pupils who have all the words spelled correctly on the pretest.)

## Spelling Activity 3

1. Follow the WSP (Word Study Procedure) with any words that the pupils did not spell correctly on the pretest.

| | |
|---|---|
| family | said |
| children | air |
| brother | Mr. |
| sister | Mrs. |
| present | |

2. From the list on the left, dictate any words that were on your pretest list.
3. Have pupils write sentences with each word you have dictated.

***Workbook* Follow-up: page S2**

Have pupils complete the page independently.
Check their spelling carefully.

## Spelling Activity 4

1. On the chalkboard write:

| | | |
|---|---|---|
| tall | taller | tallest |
| mad | madder | maddest |
| nice | nicer | nicest |

Have pupils read the words and note the endings -er and -est. (Relate to Activity 3.)

2. Have pupils recall the generalizations that:
(i) when the root word ends with a single vowel followed by a single consonant, double the final consonant before adding -er or -est;
(ii) when the root word ends with e, drop the e before adding -er or -est.

3. Write the following adjectives on the chalkboard and have pupils write the comparative forms:

| | | | | | |
|---|---|---|---|---|---|
| old | _____ | _____ | wet | _____ | _____ |
| cute | _____ | _____ | young | _____ | _____ |
| flat | _____ | _____ | large | _____ | _____ |

4. Dictate the following sentences:
My brother is fatter than my sister.
The teacher is older than the children.

***Workbook* Follow-up: page S3**

Have the page completed independently.
Write the answers for question 1 on the chalkboard and have pupils check their work.
Discuss the answers to questions 2 and 3 with the group.

## Spelling Activity 5

1. On the chalkboard write: hail mail sail
   Have pupils underline the letters that stand for /ā/.

rain wait ←

2. Dictate the words at the left.

grain bait
main nail
paint strain
pail fail ←

3. Use the words at the left to extend the spelling list.

4. On the chalkboard write: wavy lazy crazy
   Have pupils underline the letter that stands for /ā/.

lady baby ←

5. Dictate the words at the left.

6. On the chalkboard write the following sentences:
   Take two apples to school.
   Give two books to me.
   There is their new house.
   Their coats are over there.
   Have pupils circle two words in each sentence that are pronounced the same but have different meanings.
   Direct attention to the different spellings and the use of the words.

to their ←
two there

7. Have on cards the words at the left.
   Write the following on the chalkboard and have pupils choose the correct card to complete each phrase:

| | |
|---|---|
| _____ pencils | over _____ |
| _____ house | _____ is |
| _____ the house | _____ family |
| _____ the school | _____ birds |

8. Dictate the sentences:
   Take their coats to them.
   Put two hats there on the desk.

because ←

9. Use WSP (Word Study Procedure) with the word at the left.

***Workbook* Follow-up: page S4**

Have the page completed independently.
Check answers with pupils individually.

## Spelling Activity 6

stay lady
played to
rain two
wait their
baby there
because staying ←

1. Use the pretest procedure with the words at the left and any words misspelled on the pretest of Activity 2.

2. Dictate the following sentences:
   Two children stayed there to play in the hay.
   Bring a present to my sister because it is her birthday.

3. Have the following sentences and headings on the chalkboard before you begin the lesson:

| | Say | Write |
|---|---|---|
| The horse ate some (hā). | | |
| We got wet in the (rān). | | |
| (Mā) I have an apple? | | |
| The (bābē) was crying. | | |

**Note:** *You may wish to review the symbol used to indicate the long vowel sound.*

Have pupils read each sentence and note the bracketed letters that stand for the pronunciation of the word.

Have pupils spell the words that the pronunciation symbols stand for. Have them note the letters that represent /ā/ and /ē/.
Write the pronunciation symbols and the words under the appropriate headings on the chalkboard.

Write the following pronunciation symbols on the chalkboard:

| | | | |
|---|---|---|---|
| (wā) | (plā) | (pān) | (trān) |
| (stā) | (wāt) | (pāl) | (pānt) |

Have pupils write the words that the pronunciation symbols stand for. Check the spelling.
Have pupils note the vowel letters that stand for /ā/.

## Spelling Activity 7

Use the WSP with any words misspelled in the pretest of Activity 6.

***Workbook* Follow-up: page S5**

Have pupils identify the pictures and write the word that represents each. When their work is completed, have the paragraph proofread with a partner.

hay
may
way
day
stay
played
stayed
playing
staying
family
rain
children
present
lady
wait
baby
to
two
their
there
brother
sister
said
air
Mr.
Mrs.
because

## Spelling Activity 8

**Assessment**

Dictate all the words from the unit list (given at the left). Check pupil spelling and reteach where necessary.

**Note:** *Do not present this as a "test" situation. You will use the results to assess pupil learning and decide whether further study of the words is necessary. However, it is extremely important that pupils do not develop the idea that they are learning to spell in order to "pass a test." This should be thought of as a learning experience in the same way as the other activities of the unit.*

If any pupil spells a word incorrectly, have that word entered in his/her spelling record on *Workbook* page S32. Have the word restudied and written, on two subsequent days, in the spaces provided on page S32.

# Unit 59 Theme: Birds are interesting

| LISTENING | SPEAKING | READING | WRITING |
|---|---|---|---|
| | | **Activity 1** | |
| Listening to peers | Organizing details | *Trampolines*, pp. 25-30: Reading an essay | Recording main idea and supporting details |
| | | **Activity 2** | |
| | | Recognizing inflected form when root ends in y | |
| | | *Workbook* Follow-up, p. 12: Assessment – Identifying root words that end in y; answering questions | Writing answers |
| **Activity 3** | | | |
| Listening to a report | Organizing details | | *Workbook* Activity, p. 13: Writing words related to topics |
| | | **Activity 4** | |
| Listening to peers | Developing unit theme | *Trampolines* pp. 31-37: Reading an essay and a biography | |
| | | | *Workbook* Follow-up, p. 14: Recording supporting details |
| | | **Activity 5** | |
| | | Recognizing syllables in two-syllable words – auditory visual | |
| | | **Activity 6** | |
| Listening to peers | Choral reading | *Trampolines*, pp. 38-39: Reading a poem | |
| | | *Workbook* Follow-up, p. 15: Reading informational content | Writing answers |
| | **Activity 7** | | |
| | Discussing unit theme | | Writing a group composition |
| **Activity 8** | | | |
| Listening to a story | Talking about a story | | |
| | **Activity 9** | | |
| | Composing sentences | | Elaborating sentences |
| | | **Activity 10** | |
| Listening to peers | Talking about ideas | *Trampolines*, pp. 40-43: Reading an essay and a poem | |
| | | *Workbook* Follow-up, p. 16: Reading informational content | Writing answers |

**Activity 11**
Listening to poetry
Understanding figurative and picturesque language

Understanding sentence meaning – figurative and picturesque language
*Workbook* Follow-up, p. 17: Reading poetry and answering questions

Writing answers

**Activity 12***
Dividing words into syllables

**Activity 13**
Listening to a story

Discussing story ideas

**Activity 14***
Associating sound and symbol – r controlled vowels (review)

Evaluating oral reading

Setting standards for oral reading

**Activity 15**
Reading informational material orally

**Activity 16***
Using context to close sentences – familiar situation
*Workbook* Activity, p. 18: Assessment – Using context to give word meanings

**Activity 17***
Proofreading and revising a composition

Discussing reporting

Reading a report

**Activity 18**
Writing a report

**Activity 19**
*Trampolines*, pp. 44-45: Using the dictionary in reading
*Workbook* Follow-up, pp. 19-20 Assessment – Choosing dictionary meanings to fit sentence context

Writing answers

Listening to reports

**Activity 20**
Evaluating reporting

Reading reports orally

**Activity 21**
*Trampolines*, pp. 46-54: Reading a story
*Workbook* Follow-up, p. 21: Answering questions

Writing answers

**Activity 22**
Recognizing core vocabulary
*Workbook* Follow-up, p.22: Reading a story

Writing a story ending

If needed, additional phonics lessons for review and maintenance are in the Appendix.

Spelling Activities are detailed at end of unit.

## INDEPENDENT ACTIVITIES

1. Have pupils write the comparative forms of the following words: sorry, empty, friendly, dirty, ugly, rocky, lively.
   Then have them choose three of the words and write sentences with the comparative forms.

2. The story "The Lazy Donkey," *Workbook*, page 22, could be rewritten as a cartoon strip.

3. After reading "The Princess Swan," some pupils would enjoy the easier stories in *Tales from the Longhouse*, a collection of Indian tales retold by school children in British Columbia.

4. Have pupils collect pictures of birds and write anecdotes about personal experiences with birds to make a group scrapbook.

5. Be sure pupils have time set aside each day for free reading.

6. After reading "Who Needs a Fork?" have pupils find information on the bills of other birds. Have them organize and present the information in a chart similar to the one prepared in Activity 10 on "The Bills of Birds."

7. Have pupils make a collection of songs that are about birds or mention birds. Have pupils note which birds (if any) seem to be the favorites of songwriters.

8. Have pupils compile a list of terms related to birds. Have pupils select suitable classifications for the terms and then categorize them. Have them prepare a dictionary *(Words for the Birds)* in which the terms are defined by description and illustration.
   (Some suggested terms: claws, beaks, migration, nest, feather, moult, preen, mate, predator, carrion, web foot, and so on.)

   **Note:** *A good way to get the list of words started is to have pupils brainstorm, saying all the words that they can think of about the topic (birds). Write pupils' suggestions on the chalkboard and then have a pupil transfer the list to chart paper. Encourage pupils to add words to the list as they think of them at other times. In another lesson period, provide direction as needed in classifying the terms.*

9. Have pupils identify birds that people keep for pets.
   Have them describe the birds and write or tell about how the birds should be cared for.

10. Have pupils who are interested each select one bird and make an intensive study of it. Have them share their findings with the class.

11. Make a chart titled "About Birds" on a large sheet of paper.
    Use the following headings: Question  What I Know  What I Found Out  Where I Found Out
    Have pupils record questions that they have about birds in the question column. Have pupils work co-operatively to complete the other sections of the chart. (This should be an on-going activity.)

    Some of the questions might be chosen for further study about "bird mysteries" (for example, Migration – How do the birds know where to go? when to go?) Pupils should recognize that, although scientists have many ideas about these mysteries, they don't yet have final answers.

12. Pupils could make simple bird feeders such as the following:

    (i) Onion-Sack Suet Feeder
    Fill a mesh onion-bag with suet.
    Tie a firm knot in the top of the mesh bag.
    Straighten a wire coat hanger (by cutting one side at the base of the coat hook). Turn up the cut end to make a small hook.
    Push the small hook through the mesh bag just below the knot.

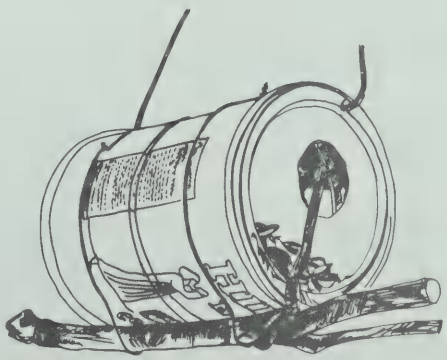
Hang the coat hook with the attached feeder on a tree branch. Be sure it is high enough to be out of the reach of dogs.

(ii) Peanut-Butter Stick

Take a piece of dead branch about 5 cm to 8 cm thick and about 40 cm long.
Make small nail holes in the centres of some bottle caps.
Tack the caps (with inside facing out) onto the stick (with large carpet tacks).
Hammer a screw eye part way into the top of the stick, then screw it in the rest of the way.
Fill each bottle cap with peanut butter (or peanut butter mixed with birdseed).
Use a straightened wire hanger, with a hook on the cut end looped through the screw eye, to hang the stick from a tree branch.

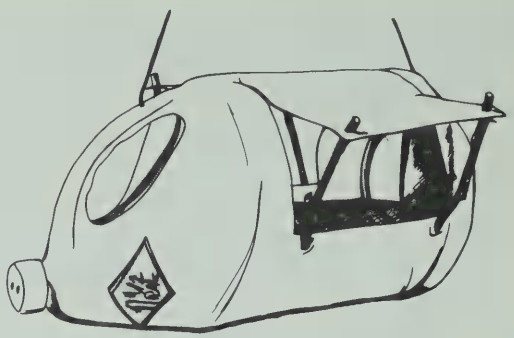
(iii) Coffee-Tin Feeder for Small Birds

Cut the bottom out of a coffee tin.
In the centre of two plastic coffee-tin lids, trace and cut out a circle the size of a 50-cent piece.
Put one of these lids on the top, the other on the bottom of the coffee tin.
Lay the can on its side and, at the top of each lid, punch a hole to hold a coat-hanger wire.
To make a hanger for the feeder, cut the centre out of the bottom of a wire coat-hanger.
Bend the curved ends to fit into the punched holes in the plastic lids.
Fasten a small branch, with several end twigs for perches, to the bottom of the tin (encompass tin and branch with circlets of wire, twisted at the top to fasten).
When birds begin to come regularly, remove the perch so the big birds cannot use the feeder.
Hang the feeder close to the house and fill it with sunflower seeds.



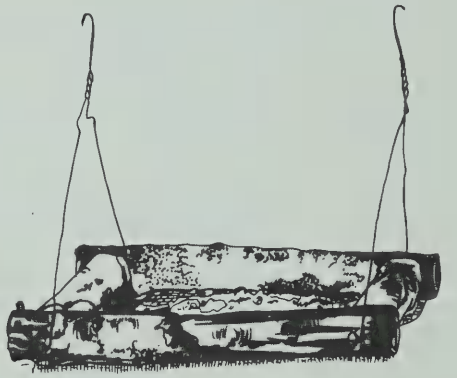
(iv) Bleach-Bottle Feeder

Lay the plastic bottle on its side.
On each side, trace and cut the opening for a flap – bottom cut, 15 cm long; side cuts, 10 cm high.
To drain out rain water, punch or drill small holes in the bottom of the bottle.
Punch a hole in the two bottom corners of each flap and each opening. Prop the flaps open by inserting twigs into the small holes.
Punch a hole below each opening and insert a small, sturdy piece of wood to extend as a perch on each side of the bottle.
Make a hanger as for the coffee-tin feeder.



(v) Log Feeder for Big Birds

Collect 4 pieces of dead branch and an old screen.
Use 4 nails to make a log frame, leaving each nail protruding about 1 cm above its corner of the frame.
With carpet tacks, nail the screening to the bottom of the frame. (As well as holding the birdseed, the screening drains out rain water.)
To make the hanger, cut the bottom from two coat hangers. Put one hanger at each end of the feeder, with the cut ends looped around the protruding nails.



13. Have pupils work in pairs to dictate spelling words and check each other's work.

## BOOKS TO READ

1. *A Book of Canadian Birds*, Charles P. May (Macmillan)
   Information, at a high level, about Canadian birds.

2. *Songbirds of Eastern Canada*, Trudy L. Rising (Tundra)
   Excellent pictures and information at a high level.

3. *Eighty More Land Birds to Know*, Barry MacKay (Book Society)
   Information and illustrations of land birds of the Great Lakes district.

4. *Birds of the Crow Family*, Olive L. Earle (Morrow)
   Information about crows, ravens, magpies, and jays.

5. *The Life of Birds*, Dr. M. Burton (Golden Press)
   A simple introduction to bird behavior.

6. *Otus, the Story of a Screech Owl*, Robert McClung (Morrow)
   This story about Otus includes much excellent information about screech owls.

7. *Chilip*, F. Bauer and P. Rufenacht (Scroll Press)
   By imitating other birds, Chilip, a little sparrow, hopes to attract the zoo visitors.

8. *The Restless Robin*, Marjorie Flack (Houghton Mifflin)
   Buffy, a little robin, leaves his apple tree near a farm house in search of adventure.

9. *It's Nesting Time*, Roma Gans (Thomas Y. Crowell)
   All about the nesting habits of birds.

10. *Birds Eat and Eat and Eat*, Roma Gans (Thomas Y. Crowell)
    All about the eating habits of birds.

11. *The Battle of Reuben Robin and Kite Uncle John*, Mary Calhoun (Morrow)
    A battle goes on between a patient, white-bearded man, who wants to fly his kite, and a bold, pestiferous robin, who wants to build a nest.

12. *Ruby Throat*, Robert McClung (Morrow)
    The story of a hummingbird's life and winter migration.

13. *Owl at Home*, Arnold Lobel (Harper)
    Author-artist Arnold Lobel uses soft brown tones for the humorous illustrations in his story of a silly owl.

14. *Tales from the Longhouse*, B.C. Indian Arts Society (Gray)
    A delightful collection of Indian tales from Vancouver Island related by Indian children.

# Activity 1

***Trampolines*, pages 25-30: Reading an essay – "What Makes a Bird a Bird?"**

**Interpretation skills:** Understanding detail
Recognizing the main idea
Drawing conclusions

Understanding detail. *In reading informative materials, one of the reader's first responsibilities is to note and recall details that are interesting or important. As well, at this level, readers should begin to understand why writers selected certain details to record, and how these contribute to the development of major ideas in the selection.*

Main idea. *Readers should recognize the key idea that a writer is presenting. Often they will identify the main idea of an informational selection by studying the details the author uses.*

Drawing conclusions. *Readers should learn to combine details provided in a selection to form generalizations or conclusions. Since the conclusions should be based on details (or evidence) in the selection, readers should be able to support them by listing such evidence. Drawing conclusions helps readers to organize details noted in their reading and so facilitates recall.*

**Core Vocabulary**
**Unit** – sing above even wings close special or
**Review** – bird because different fly ever

**Application of known phonic and structural principles**
birds other water far for flippers barns feathers; flies tries babies; bushes boxes; faster biggest

**Preparation for reading**

set a purpose for reading

Show pupils a picture of a bird, preferably an unfamiliar one, and ask what it is. (Elicit the general term bird rather than the name of a specific kind of bird.) Then ask how they could tell it was a bird.
On the chalkboard list the various characteristics mentioned without agreeing or disagreeing with them.

Have pupils locate the title "What Makes a Bird a Bird?" in the Contents and suggest that this essay might help them to evaluate their answers to your question.
Assign the essay for independent reading.

**Guiding the reading**

recognize main idea

use details from reading

Ask: What is the one thing that makes birds different from any other creature?
Have pupils evaluate their answers (listed on the chalkboard) to your first question and give reasons for discarding ideas such as "it flies," "it has wings," and so on.

recall supporting details

On the chalkboard write:
What flies?
Have pupils name all the things that fly that are mentioned in the selection and list them under the heading.

Repeat the procedure with: What sings?
What lays eggs?
What builds nests?
What has feathers?

organize details

Pupils will likely have given both generic and specific terms in most of the lists. Guide them in reworking the list of details so that generic terms become sub-headings.
For example: What flies?

1. Birds –
2. Insects – butterflies, flies, and so on
3. Bats –
4. Fish – flying fish

Add special headings:
"Birds that don't fly" and "Birds that don't make nests"

Tell pupils that on the chalkboard they have listed the main ideas and supporting details from the essay.
Have them review the essay to see if any important details have been left out.

**Note:** *You may wish to introduce the term "outline" and use the outline format with pupils who are able to organize details effectively. Tell pupils that an outline lists the main ideas and supporting details in an essay. Have pupils note that the headings in the outline on the chalkboard (What flies? What sings? and so on) are main ideas and that the ideas listed under each are supporting details, that is, they give information about the main idea.*
*Show pupils the form of an outline by recording the upper case letter A beside the first main heading, "What flies?" and the numerals 1, 2, 3, 4, and so on beside the supporting details. Repeat the procedure, using upper case B, C, D, E for the other main headings.*

recognize main idea

Ask: How can you always tell whether or not a creature is a bird?
What was the most important or main idea the author wanted you to remember after reading the essay?

draw a conclusion

On the chalkboard, write:
There are many things that _____ , _____ , _____ , and _____ , but only birds _____ .

Have pupils complete the statement. Guide them to recognize that it summarizes the key ideas in the essay and thus is a statement of the main idea.

**Experience extensions:**
1. If possible, take pupils to a bird sanctuary or an aviary.
2. If possible, have someone from a fish and game office talk to pupils about game birds or other birds in the area.

# Activity 2

**Recognize inflected forms when root ends in y**

recognize plurals when root ends in y

1. On the chalkboard write:
She took a penny to buy a candy.
She took five pennies to buy some candies.

Have pupils read the sentences. For each underlined word, ask:
What is the root word?
What ending was added to make it plural?
How was the root word changed before the ending was added?

Review the generalization that, to form the plural of a word that ends in y, you usually change y to i and add -es.

2. Remind pupils that it is always important to identify the root word when trying to identify an unfamiliar word that has an ending.
Have pupils identify the root of each underlined word. Write it above the plural form.

   Six puppies had six birthday parties.
   The ladies watched the ponies.

3. Write:
   Don can carry the box.
   Don carries the box.
   Don carried the box.
   Don is carrying the box.

**recognize inflected forms of verbs when root ends in y**

Have pupils identify the root word of each underlined word and write it on the chalkboard. Repeat with the following list:

| | |
|---|---|
| try | hurry |
| tries | hurries |
| tried | hurried |
| trying | hurrying |

Review the generalization that when the root word ends in y, we usually
(i) change the y to i and add -es
(ii) change the y to i and add -ed
(iii) add -ing to the root without changing it

**recognize comparative forms when the root word ends in y**

4. Write:
   This book is heavy.
   That box is heavier.
   That stone is heaviest of all.

Have pupils identify the root word of each underlined word and write it on the chalkboard.
Repeat with the following lists:

| | | |
|---|---|---|
| easy | gloomy | thirsty |
| easier | gloomier | thirstier |
| easiest | gloomiest | thirstiest |

Review the generalization that when the root word ends in y, we usually change the y to i before adding -er or -est.

5. Have pupils read the following sentences, circle the words that have endings, and identify the root words:
   The laziest clown told the jolliest stories.
   The boys hurried home on the sunniest day.
   The puppies are greedier than the ponies.

**recognize inflected forms when root ends in y**

**identify root words**

**interpret a paragraph**

***Workbook* Follow-up, page 12: Assessment—Recognizing inflected forms**
**Identifying root words ending in y**

Have pupils: (i) read the paragraph on page 12 and identify the underlined words
(ii) write the root of each underlined word on the lines provided
(iii) write answers to the questions

# Activity 3

**Listening to a report**
**Recognize the main idea and supporting details**

recall main idea of an essay

note details

Recall briefly "What Makes a Bird a Bird?" and remind pupils that what separates birds from all other creatures is their feathers.
Tell pupils to listen closely as you read a report about feathers and remember as many details as they can. Read all of "Feathers."

## FEATHERS

Feathers are strong. Try to break or tear one, and you'll see how strong a feather is. Bend a feather so the tip touches the bottom. Watch it spring back. It won't break.

Feathers are light. Hold a feather and you'll see how light it is. You've heard people say that something is "light as a feather."

Feathers are beautiful. They come in all colors. There are the feathers of red cardinals, blue bluejays, black blackbirds, white doves, green parrots, brown sparrows, and many other birds in other colored feathers.

Feathers are useful, too.

They do many things for birds. Their flight feathers make birds the best flyers. Even though other creatures fly, no living creature can fly as long or as far as a bird.

A bird has several layers of feathers. There's a cloak of feathers that helps keep birds warm in winter. Watch a bird on a cold day. It looks like a fat puffball because it has fluffed out its feathers to keep out the cold.

A layer of flat feathers helps keep birds cool in summer. The heat from the bird's body works its way out through these feathers.

Feathers help keep birds dry in the rain. Put a drop of water on a feather, and watch the water slide off.

Birds take good care of their feathers. Some birds bathe in water – ducking, splashing, spreading their wings. Some birds bathe in fine dust. After bathing, they preen their feathers carefully with their beaks. From an oil sac at the tail, birds take oil into their beaks to soften and straighten their feathers.

But no matter how well birds clean their feathers, they get brittle and wear out. About once a year, birds moult – their worn-out feathers fall out. Not all at once, just one or two at a time. And, as they fall out, new feathers grow in.

You may find some of these old feathers on the ground. Pick them up and look at them.

*Feathers* are the special things that *make a bird a bird*.

—May Garelick

Have individual pupils recall interesting details noted in the report.

use context to define words

Reread the paragraphs with the words preen and moult and have pupils use context to define word meanings.
Have pupils identify the context cues that helped them determine the meanings of the words.
Pupils should recognize cues that are given in the paragraphs as well as ideas from their own experience.

recall details

Have pupils tell the ideas they recall about feathers.

*Have you recorded your observations of one child's language today?*

**Note:** *Encourage pupils to brainstorm, that is, call out as many ideas as quickly as they can.*

**classify details**

List pupils' ideas in point form on the chalkboard or chart paper.
When the list is complete, have pupils read the list and classify the ideas. Guide pupils in defining categories that can be used as headings. For example:

What feathers are like
What feathers do for birds
How birds care for their feathers

**organize supporting details**

Write the headings on the chalkboard.
Have pupils refer to the original list of details and choose the supporting details for each of the headings.

You may wish to reread the essay to have pupils check to see if any important details have been omitted.

**Note 1:** *You may wish to have some groups work independently in listing the supporting details for each heading. Have pupils discuss the completed lists.*

**Note 2:** *For some groups provide an outline form containing the main heading and numerals to indicate the number of supporting details for each heading. Reread the essay one section at a time, allowing pupils to record supporting details after you have read each section. Have pupils discuss the details they recorded under each heading.*
*Sample outline form:*

FEATHERS

A. What feathers are like
   1.
   2.
   3.

B. What feathers do for birds
   1.
   2.
   3.
   4.

C. How birds care for their feathers
   1.
   2.
   3.

***Workbook* Activity, page 13: Writing words related to topics**

**write words related to topics**

Have pupils read each heading and the words related to the heading. Have them write more words in each category. If pupils have difficulty, encourage them to use reference books or a special book such as *Words to Use* (Gage).
Have pupils discuss their word lists.

# Activity 4

***Trampolines*, pages 31-37: Reading an essay – "Birds of Canada"**
**Reading a biography – "Audrey Wilson"**

**Interpretation skills:** Understanding detail
Drawing conclusions
Recognizing the main idea

**Core Vocabulary**
**Unit** – wings read food even
**Review** – birds fly what watch

**Application of known phonic and structural principles**
marshes thrushes patches boxes; sometimes
underwater lookout daytime eyesight wildlife
well-known bird-watchers

**Preparing for reading**
Present the title. Have pupils name birds they are familiar with and tell briefly what they know about these birds.
Have pupils suggest questions that an essay about birds might answer. For example:

set purposes for reading

How does it look?
Where does it live?
What sounds does it make?
What does it eat?
What is special about it?

You may wish to record pupils' questions on the chalkboard and have pupils use the questions to guide discussion of the essay.

**Guiding the reading**

recall details

Have pupils turn to page 31 and note the form of the essay.
Have them read each page and discuss the details about the bird.
Remind them to examine the photographs and to discuss features they spot in the photographs.
Extend the discussion by asking questions such as the following:

make inferences

In what ways are Canada Geese and Mallard Ducks alike?

draw conclusions

Why do some people think that crows are the most clever birds?
Why are the American Kestrel and the Great Horned Owl good hunters?

Have pupils tell which bird they found most interesting and why they found it interesting.

understand main idea

Tell pupils that the essay on page 37 tells about the author of the essay "Birds of Canada." Have pupils read page 37 and discuss what a "naturalist" does.

**Note:** *Audrey Wilson is an educational consultant in Outdoor Education for the Northumberland-Newcastle Board of Education near Cobourg, Ontario. She frequently takes in animals and birds that have been injured or orphaned. Pupils may enjoy hearing about some of the animals Audrey Wilson has cared for.*

(i) Casie, Susie, and Teddy are shown with Ms. Wilson in the photograph, page 37, *Trampolines*. Casie, the dog, lived to be about fifteen years old and for ten years attended the Outdoor Education Centre daily with Ms. Wilson. Casie was known by some 3000 kindergarten to grade-twelve students annually.
Susie was an orphaned raccoon, who was raised on a bottle. As an infant, Susie's comforter was an old-fashioned crockery foot warmer (called a pig), filled with hot water and covered with an old woollen sock.
Teddy, the porcupine, was also raised from a very tiny animal. Ms. Wilson once took Teddy on a trailer trip to the east coast. The porcupine was allowed to run freely at the Outdoor Education Centre.

(ii) Mickey was one of several young robins that Ms. Wilson raised. All the robins returned to their natural environment as they became independent in getting their own food. The photograph on page 37, *Trampolines*, shows Ms. Wilson feeding Mickey.

(iii) One of the most interesting birds Ms. Wilson cared for was a turkey vulture named Charlie. The bird had been shot, beaten, and was nearly frozen to death when some people brought it to her. Ms. Wilson kept Charlie for four months. The bird had a huge appetite – in one month Charlie ate 67 rabbits, a muskrat, a groundhog, a bag of turkey heads (at Christmas), and the neighbor's old cat (that had died). Charlie was a big bird with a wing spread of over 2 metres. When he was better, Ms. Wilson banded him and released him. However, Charlie was killed about four months later.

(iv) Wee Willy was an adult saw-whet owl injured in fall migration by a hawk. Since the owl couldn't fly, Ms. Wilson kept him for about two and a half years. Wee Willy was only about 15 cm high but he ate several mice each day. Sometimes Ms. Wilson took Wee Willy on speaking engagements and to conferences.

(v) Wimpey was an orphaned groundhog whose mother had been shot. Each fall, Wimpey went into hibernation under the garage floor.

### *Workbook* Follow-up, page 14: Reading informational content Recording supporting details

read informational content

record supporting details

Have pupils read each paragraph and complete the charts by recording the appropriate details for each heading.

**Extra teaching:** Have pupils who need additional instruction in organizing details use the essay "Birds of Canada." Have pupils list the names of the birds that were described in the essay. Have them recall as many ideas as they can about each of the birds. List pupils' suggestions on the chalkboard. Have pupils classify the details.

# Activity 5

### Recognizing syllables in two-syllable words – auditory-visual

identify number of syllables in a word

note accented syllable

1. Write:

| | | | |
|---|---|---|---|
| picnic | wing | read | wish |
| even | close | better | cricket |

Have pupils: (i) state the number of vowel sounds in each word
(ii) state the number of syllables in each
(iii) note the accented syllable in each two-syllable word

2. Write the two-syllable words in a column, leaving a small space between the syllables.

**recall vowel generalizations**

3. Using the following word lists, review the generalizations that:
   (i) a single vowel letter followed by one or more consonants usually stands for the short vowel sound
   (ii) a single vowel letter at the end of a word usually stands for the long vowel sound

   Words to use: wish hand let box bend cut;
   he so me go we she

4. Pronounce each of the following words. Have pupils tell how many syllables are in each and which is the accented syllable. As they do so, write the words in columns, as illustrated.

   Words: dinner, window, yellow, picnic, pencil; tiger, lazy, final, pilot

| | |
|---|---|
| din′ner | ti′ger |
| win′dow | la′zy |
| yel′low | fi′nal |
| pic′nic | pi′lot |
| pen′cil | ba′by |

**relate vowel generalizations to syllables**

5. Have pupils study each list of words and –
   (i) note the vowel sound in the first syllable
   (ii) note the position of the vowel letter in the first syllable
   (iii) recognize that the generalizations that apply to vowel sounds in one-syllable words, also apply to vowel sounds in a syllable.

**Note:** *The generalizations regarding vowel sounds apply only in accented syllables. The vowel sound in unaccented syllables is usually the schwa sound (ə). This will be considered in the next unit.*

6. Write the following words:

| | |
|---|---|
| den tist | mu sic |
| vic tim | pro test |
| par rot | to tem |

Have pupils identify the vowel sound in the first syllable, pronounce the words, and note the accented syllable.

# Activity 6

***Trampolines*, pages 38-39: Reading a poem – "The Bird's Party"**
**Choral reading**

Have pupils read the poem on pages 38-39 silently.

interpret a poem

note details

make inferences

Ask: Who was the first to know about the party?
How did word of the party get around among the birds?
Where did the message end up each time? What did the crow say? How do you think the crow sounded? Why? (Pupils should recognize that, after having been first with the news, it is exasperating to have it retold to one later.)
Who do you think provided the party? Did they choose the party food well? What else might have been included?
How might you answer the question in the last line?

Read the poem to the pupils.

read chorally

Plan a choral reading of the poem to emphasize how the message was passed from one bird to another until they all gathered together for the party.

A suggested arrangement is to have each of the first six lines read by different pupils as solo lines, and lines 7 and 8 read by "the crow." In the second stanza, each of the first four lines should be read as solo lines by different pupils, lines 5 and 6 read by the same pupil, and lines 7 and 8 by "the crow." The final stanza might be read in unison.

It will likely be necessary to have the poem read several times so that pupils can develop accurate timing to produce a smooth reading.

**_Workbook_ Follow-up, page 15: Reading informational content**
**Understanding detail**
**Making inferences**

read informational material

understand detail

make inferences

Have pupils study the selection at the top of page 15 and then answer the questions. Have pupils discuss the ideas in the selection and their responses to the questions.

# Activity 7

**Discussing the unit theme**
**Writing a group composition**

Reread the poem "The Bird's Party" to introduce the topic of feeding the birds. Point out that many people get a great deal of pleasure from feeding the birds because it brings birds around the house where they can be observed. Recall the content of _Workbook_, page 15.

share personal experiences

Lead pupils to share their own experiences with birds. The nature of the discussion will vary a great deal, depending on the environment in which the pupils live and the opportunities they have to see birds. (For many, the city pigeon will probably be the most familiar.)

*Have you helped pupils to prepare before reading orally?*

Following the general sharing, write these headings on the chalkboard:

Birds We Know  Color  What We Know About Them

**outline information from a discussion**

Have pupils summarize the discussion by first recalling the birds named (record these) and then providing further information to be listed for each.

**select a topic for writing**

Have them consider the personal experiences with birds shared during the discussion and choose one experience to be developed as a group paragraph.
Provide an opportunity for further questions about, or discussion of, the particular experience.
Remind pupils that the composition is to be limited to telling about the one experience.

**dictate a paragraph**

Have a paragraph dictated about the experience.
When it is complete:

**evaluate the writing**

(i) have the person who reported the experience tell whether it is an accurate representation of the experience
(ii) have the group evaluate the interest of the opening sentence, the sequence within the paragraph, and whether or not they stayed on topic

Have the composition read orally.

# Activity 8

**Listening to a story: "Nanabozho and the Wild Geese"**
**Understanding detail**
**Recognizing relationships – cause-effect**
**Using context to determine word meanings**

**attend to a story**

Instruct pupils to listen as you read an old tale about the Indian hero Nanabozho and see if they can tell why he is often called a trickster-hero. Read the story.

### NANABOZHO AND THE WILD GEESE

Nanabozho lived with his grandmother in a small wigwam in the forest. He could swim better and run faster than any of the other boys, and he excelled them, too, in pranks. He loved to swim under water and jerk the fishermen's lines; he delighted in springing the women's rabbit snares.

One day, as he was wandering through the woods looking for mischief, Nanabozho came to the shore of a small lake. He saw some bright red berries in the lake and tried to pick them, but all he got was a handful of chilling water that slipped through his fingers.

"I will have some," Nanabozho shouted impatiently and jumped into the lake. He splashed about but could find no berries. Then he glanced upward and caught sight of the fruit hanging from a bush on shore. It was their reflection he had seen. Feeling very foolish, he stamped out of the water.

While he was munching the berries, he heard a great tumult of wings over his head. He looked up and saw a flock of geese. They were weary after their journey from the North where they had spent the summer, and were wheeling overhead preparing to land on the lake. Nanabozho hurried in the direction of their flight and saw the birds come to rest on the water with a great flurry and folding of wings. Now he would have a great feast.

But first he had to contrive a scheme to capture as many as possible, for if he dashed in among them, he would catch only one or two.

Going quickly but quietly back into the woods, he peeled off strips of cedar bark and made a long rope, which he coiled in his hand. Then he slipped cautiously into the water, being careful not to disturb the weary birds. He swam under them and tied their legs together with his cedar rope. At the same time he tied each goose to the next one so that he could pull them all up on shore together.

At first all went well, for Nanabozho was so cunning and swift that the geese did not notice him or know what was happening.

But his greed betrayed him. Instead of being content with a few geese, he went on to tie up the whole flock, and just as he was finishing, he had to come up for air. He made such a loud whoosh when he inhaled that the geese took flight. The first goose to fly up was in the middle of the rope, and all the others followed. As they rose from the lake, they formed a V because they were tied together, and Nanabozho dangled at one end. He shouted to the birds to stop, but the geese only beat the air more desperately with their strong gray wings. Already Nanabozho was far above the tree-tops, which looked very sharp and unyielding. Just then the birds flew over a stretch of soft, swampy ground. Nanabozho let go of the rope with a shout and landed in a bed of oozing mud.

As for the geese, they continued on their way, still flying in a V because of the rope that joined them together. Wild geese have been flying that way ever since, as you can see if you look up into the autumn sky when they go calling past. Some think there is a note of sadness in their cry, but others believe that they are mocking Nanabozho for failing in his trick.

It was not long before Nanabozho forgot the foolish side of his adventure. All he remembered was that he had flown through the air. He composed a song to celebrate his feat, a song he never tired of singing:

Flocks of wild geese
Up in the sky –
Nanabozho flew
As far and as high.

The people listened respectfully to Nanabozho's song, but whenever he was out of hearing they sang a different one:

High in the autumn sky
Wild geese are calling.
Down from the autumn sky
Nana is falling.

—Dorothy M. Reid

Following the reading, ask questions such as:

understand detail

**Questions:**

How does the author show you that Nanabozho often acts foolishly?

Describe Nanabozho's adventure with the geese, beginning when he first spotted them and continuing to the point where they flew off.

recognize relationships – cause-effect

What was the real cause of his failure?

What other evidence of his greed is given?

understand detail

Why did Nanabozho let go when he did? (If necessary, reread the lines that contrast the sharp and unyielding trees with the mud.)

recognize cause-effect

What tells you that the people like Nanabozho in spite of his tricks?

How did his trick affect (i) Nanabozho himself? (ii) the wild geese?

use context to determine word meaning

Reread the sentences in which words are underlined and guide pupils in determining the meaning from the context.

1. He could swim better and run faster than any of the other boys, and he excelled them, too, in pranks. He loved to swim under water and jerk the fishermen's lines; he delighted in springing the women's rabbit snares.

**Questions:**

What did Nanabozho enjoy doing?

Why would the fishermen and the women be displeased with Nanabozho?

What words can you use to explain the word pranks? (tricks, jokes)

Have pupils note that the word pranks is explained by examples in the selection.

2. While he was munching the berries, he heard a great tumult of wings over his head. He looked up and saw a flock of geese.

**Questions:**

Why did Nanabozho look up?

Why would the geese attract his attention?

What words can you use to explain the word tumult? (very loud noise, uproar, disturbance)

3. At first all went well, for Nanabozho was so cunning and swift that the geese did not notice him or know what was happening.

**Questions:**

What was Nanabozho trying to do?

Did he have a good plan?

Why didn't the geese notice him?

What words can you use to explain the word cunning? (clever, sly, skilful)

**Extra teaching:** For pupils who need additional instruction in using context cues to give word meanings, use the words that are circled in the story.

# Activity 9

**Composing sentences**
**Elaborating sentences**

1. On the chalkboard write:
   Who? Doing What? Where? When?

   Tell pupils you want them to compose sentences that answer the four questions.

   Write on the chalkboard:
   A rabbit was eating cabbage in my garden this morning.
   Ask the four questions and have pupils answer them.

compose sentences with four parts

2. Have individuals compose sentences that contain the four elements. Record them on the chalkboard. Then read the sentences orally and have pupils make any changes necessary to make sure the sentences are standard English and read smoothly.

revise sentences

add adjectives to sentences

3. Have pupils study the sentences and decide whether any of them might be improved by adding adjectives.
   For example:
   A little gray rabbit was eating the biggest cabbage in my garden this morning.

   However, discourage the over-use of adjectives. Pupils should gradually realize that the more precise the vocabulary choice, the fewer words they need.

4. Have pupils write two sentences in their notebooks, using the pattern set in procedure 1.

# Activity 10

***Trampolines*, pages 40-43: Reading an essay – "Who Needs a Fork?"**
**Reading a poem – "Woodpecker with Long Ears"**

**Interpretation skills:** Understanding detail
Recognizing the main idea
Drawing conclusions

**Core Vocabulary**
**Unit** – instead food close
**Review** – bird watch each hold fly

**Application of known phonic and structural principles**
shapes sharp shell crush shoves; tooth mouth; cherries crunch hatchet chisel nuthatch branch chip; biggest getting; carries flies; unwinds

set a problem for reading

**Preparation for reading**

Write the question "Who needs a fork?" on the chalkboard and have pupils suggest plausible answers.

Tell them this is the title of the essay they are going to read and that, unlike the answers they have given (probably), this essay is about birds. Have them read the first two paragraphs on page 40 and relate these to the title. Instruct pupils to read the essay and find out how the birds use their bills.

**Guiding the reading**

On the chalkboard prepare headings for a chart to organize the information about birds' bills. For example:

THE BILLS OF BIRDS

| Bird | Food | Tool the bill resembles | Reason for the shape of bill |
|---|---|---|---|
| robin | worms | tweezers | to help bird pull food out of ground |
| purple grackle | seeds with hard shells | can opener | to remove shell |

organize details

Have pupils:

(i) give the kind of bird that has each type of bill and state what it eats
(ii) list all the tools to which the author compares a bird's bill
(iii) tell why the author has given that name to each bill

record supporting details

As in Activity 1, have pupils note that the key details from the essay have been recorded in point form on the chalkboard.

recognize main idea

Ask: What is the main idea the author would like you to remember after reading the essay?
Think about all the information recorded in the chart. What does it tell you about birds' bills? (Have pupils draw conclusions such as: they are used in many different ways; they work well to get food for the birds; they are made to suit the kind of food the bird eats.)

relate picture and text

Use the illustrations to clarify points as the discussion develops. If some of the birds are unfamiliar to your pupils, you may want to provide further pictures of these.

Ask if any pupil has heard a woodpecker as it uses its chisel-like beak. If so, talk briefly about the sound it makes. If not, have pupils describe how they think it would sound.

attend to a poem

Tell them to listen as you read the poem "Woodpecker" on page 43 and find out how the woodpecker sounds to the poet.

interpret a poem

Ask: According to the essay, what is the woodpecker doing as it knocks on the tree? What does the poet suggest that it's doing?
What does he suggest the woodpecker should do?
How does the woodpecker make the poet feel?

extend vocabulary

What do you think discombobulates means?

Reread the poem, then have several pupils read it orally.

read informational content
understand detail

***Workbook* Activity, page 16: Reading informational content**
**Understanding detail**
**Making inferences**

make inferences

Have pupils read the selection and answer the questions. Have them discuss the selection and their answers.

# Activity 11

**Understanding sentence meaning – figurative and picturesque language**

Listening to poetry

recall details

1. Have pupils recall the essay "Who Needs a Fork?" and the tools to which the author compared each bird's bill; discuss how these helped the reader to understand the information more clearly.
   Point out that speakers and writers often use interesting words or comparisons to help readers or listeners to understand the message.

interpret figurative language

2. Have the following paragraph on the chalkboard:

   > In the gray October haze, he watched as the water of the river rumbled and churned. Joey stood on a finger of land that reached out from the even shoreline into the foaming water. The wind whined and slapped his face. His sharp eyes caught sight of a waving ribbon of geese, a long floating string of dots drifting over the soggy northern clouds.

   Have pupils read the paragraph silently, and then talk with them about each of the underlined words or phrases. Bring out
   (i) the usual meaning or use of the word or phrase
   (ii) the author's use of it
   (iii) the effect it produces

3. Point out that poets often use words in interesting ways to create pictures.
   Read "Snow in Spring"

**SNOW IN SPRING**

attend to a poem

Feather on feather
on feather it falls,
white on the chimney pots,
rooftops and walls,
soft on the mountainside,
bright on the tree –
goose-feather snowflakes
all lovely and free;

I held seven snowflakes
with my hands . . . loose!
(oh! softer than swansdown
or feather-of-goose;
oh, brighter than starlight
or flower-of-May) –
but they were so magic
they melted away!

— Ivy O. Eastwick

interpret figurative and picturesque language

Ask: What does the author see instead of snow falling?
Why does she say the snowflakes are lovely and free?
When do you usually use the word free?
What do you usually think of as being bright? Why do you think the author calls the snowflakes bright – brighter than starlight?
Why does she say the snowflakes on her hands melted? Why, in fact, did they?

Reread the poem as pupils listen.

*Have you reused the composition?*

Read "I Like It When It's Mizzly."

attend to a poem

**I LIKE IT WHEN IT'S MIZZLY**

I like it when it's mizzly
and just a little drizzly
so everything looks far away
and make-believe and frizzly.

I like it when it's foggy
and sounding very froggy.
I even like it when it rains
on streets and weepy windowpanes
and catkins in the poplar tree
and *me*.

—Aileen Fisher

interpret figurative and picturesque language

Ask: Where do you think this author finds her interesting words?
Do you think they suit a drizzly day?
Why does she say "sounding very froggy"? that windowpanes are weepy?

Have pupils picture a rainy day as you reread the poem.

***Workbook* Follow-up, page 17: Reading poetry**
**Answering questions**

interpret poems

form sensory impressions

interpret figurative language – analogy

Instruct pupils to read each of the poems on page 17 several times and think about the pictures the author sees, then write answers to the questions.

Discuss the completed work with the group, encouraging them to tell what they "saw" as they read the poems.

Have the poems read orally.

# Activity 12*

**Dividing words into syllables**

recall vowel generalizations

1. Review the generalization that a single vowel followed by a consonant usually represents the short vowel sound.

2. Write the following words on the chalkboard:

| | | |
|---|---|---|
| winter | silver | basket |
| letter | picnic | until |
| candy | butter | dinner |

Have pupils:
(i) note that the first vowel sound in each word is short
(ii) note that the first syllable probably ends with a consonant
(iii) note that two consonants follow the first vowel

form a generalization for dividing words into syllables

3. Rewrite the words, dividing them into syllables.
   Have pupils study the examples and note that when the first vowel letter is followed by two consonants, the first of the two consonants usually goes with the first syllable.

**Note:** *Rather than simply having rules to memorize, it is important that pupils relate syllabication to the vowel-consonant pattern in words, and recognize why words are divided as they are.*

apply the generalization to divide words into syllables

4. Write the words below on the chalkboard. Have pupils apply the generalization to divide them into syllables. Have them identify the accented syllables.

| | | |
|---|---|---|
| rabbit | turnip | silver |
| carton | sudden | funny |
| velvet | arrow | border |

# Activity 13

**"The Owl That Danced": Listening to a story**
**Understanding detail**
**Making inferences**

attend to a story

On the chalkboard, write the names Avinga (Avin′ga) and Uppijjua (Up pij′jua). Instruct pupils to listen to the story you read to find out who they are and how Avinga tricked Uppijjua. Read "The Owl That Danced."

## THE OWL THAT DANCED

Long, long ago there lived at Iglulik, up in the Northwest Territories of Canada, Avinga the lemming and Uppijjua the snowy owl.

Avinga had been living deep down under the snow all winter, in a snug little nest made of dried grass. She had made her nest beside a patch of creeping willows, and when she was hungry she would leave her nest, run along one of her many tunnels, and nibble the skin of the willow. And Avinga had often been hungry during the many months of winter. Much of the shiny skin had gone from the willows, and only the white woody part of the stem was left.

But now it was April and the sun was shining. Avinga peeped out of the entrance of one of her tunnels and saw that the snow was sprinkled with glittering frost crystals that had fallen during the night. All colors they were: yellow, red, orange, green, and purple. They had fallen so gently that they all lay separate upon the top of the hard-packed snow, and now the sunlight made them glitter like twinkling stars.

On days like this Avinga loved running on top of the snow. Her tiny footprints scratched a pretty pattern among the colored crystals. She ran just anywhere, simply for the joy of being out-of-doors.

At last her feet became tired and she turned back to her nest. But there, just in front of the little round entrance to her tunnel, sat Uppijjua the snowy owl, waiting for her! He was so happy to see Avinga coming that he jumped up and hopped from one foot to the other.

"Ha, ha! Avinga," said the snowy owl. "I've been looking for something to eat all morning. I'm ever so hungry. And you are the only bit of food I've come across today. You must have had plenty to eat down there under the snow, you look so nice and fat."

Then, for sheer joy at the thought of eating Avinga, the owl jumped from one foot to the other again.

"How well you dance," said Avinga slyly. "I like to see you dance like that. I can see that you are hungry, Uppijjua, but would you dance for me just once more before you eat me? You dance so beautifully. And I will sing to you while you dance."

"Very well," answered Uppijjua, "but it will have to be a short, fast dance. I can't wait too long."

So Avinga began to sing. At first she sang slowly, but little by little she sang faster and faster. Suddenly Avinga stopped.

"That's really fine dancing," she panted. "It's almost, nearly, perfect. If you could only lift your feet a wee bit higher, it would be quite perfect."

The owl felt very pleased, but also very anxious to make an end of the dance and get to his dinner. So when Avinga started to sing again, this time very fast and very loud, the owl danced faster and faster and higher and higher – just the way Avinga wanted him to dance.

When Uppijjua bounded up high, high off the ground, Avinga jumped at her chance. She rushed under Uppijjua's upraised feet and into her tunnel, just before his curved claws came down.

"A good thing I can sing and Uppijjua can dance," she muttered to herself as she scuttled along the tunnel toward her nest.

—Margery Hinds

understand detail

make inferences

**Questions:**

— Who was Avinga? Uppijjua?
— How did Avinga trick Uppijjua?
— Why was she able to fool the owl? (Pupils should realize that the owl's pride and the lemming's flattery led to the owl's carelessness.)
— How do you think the owl felt when Avinga escaped? Why? (Pupils should note the scarcity of food as well as the owl's natural anger at losing a meal and being tricked.)
— How do you feel towards Avinga? What details does the author use to help you to know what she is like?
— How did it happen that the lemming was so careless that she was almost caught?
— What words would you use to describe Uppijjua? Do you think the author wants you to feel sorry for him?

# Activity 14*

associate sound and symbols – /ėr/, er, ir, ur;/är/, ar; /ôr/, or

**Associating sound and symbol – r-controlled vowels (review)**

1. Have the following sentences on the chalkboard before the lesson:
   The first thing I saw was the bird flying in a circle around the birch tree.
   The nurse said the man was hurt when the car hit the curb as it turned up this street.
   The rider left her horse with the herd and went to perch on the corral fence.

   Have pupils study the underlined words and note that ir, ur, and er all stand for the same sound /ėr/.

2. Use the same procedure with the following sentences to have pupils note that ar stands for /ärʹ/; that or stands for /ôr/.

   There is a cart and a barn in the yard at the farm.
   Get a torch and find a cord and a fork.

# Activity 15

**Recognizing the oral reader's responsibility**
**Reading informational material orally**
**Setting standards for oral reading performance**

recognize oral reading as communication

1. Review with pupils the concept of oral reading as communication – one person reads orally to share an idea or an interpretation of a selection with a listening audience.

**Note:** *It is important that in all classroom oral-reading activities children become accustomed to reading orally for a purpose, and that the group members listen rather than follow in their own books.*

2. In Activity 14, Unit 52 (Level 6), pupils developed a chart listing qualities the group felt to be important in oral reading. They should be accustomed to using this as a basis for evaluating their oral reading. At this time have them revise their list.
   (i) Consider whether any of the qualities are consistently met, so that they no longer are of concern (for example: Pupils read so that everyone can hear). These should be removed from the list.
   (ii) Reword and modify other qualities according to the present achievement.
   (iii) Add further qualities of oral reading that the group recognizes as becoming important.

**Note 1:** *Pupils accustomed to more dramatic story material frequently read factual material poorly because they:*
*(i) try to read with the same dramatic tone they use in bringing a story conversation to life, or (ii) tend to read in a monotone. To counteract this, guide pupils carefully in their preparation of factual material for oral reading. Discuss the material to be read, bringing out the interesting points that should be communicated to an audience. Have pupils note key words that should be emphasized slightly to bring them to the attention of the audience. Maintain attention focussed on the meaning of a passage and the importance of communicating that meaning to the audience.*

**Note 2:** *Encourage pupils to use a systematic approach for preparing material.*
*(i) Read it silently and think about the important ideas presented.*
*(ii) Note (or underline) key words that communicate important ideas.*
*(iii) Be sure all words have been identified and can be pronounced accurately.*

read informational material only

3. Use page 31 of "Birds of Canada" in *Trampolines*. Discuss with pupils the important ideas and have them note the key words for emphasis. Have them individually check the recognition of the words.

   Have several pupils read the page orally.

evaluate oral reading

4. Following each reading, have the presentation evaluated by the group, using the group standards. Be sure the evaluations are constructive. Pupils should focus on strength, but weaknesses should also be pointed out, together with suggestions for overcoming them. (You may need to use questions to focus evaluation on the positive: How did pupil A help you to note the color of . . . ? How did pupil B let you know that the author thought _____ was very important? and so on.)

5. Point out that between pages 25 and 42 there are three selections giving information about birds. Have each pupil select and prepare a page or paragraph for oral reading.

read informational material only

6. Allow adequate time for preparation; then have the group listen as each pupil reads. Have the reading evaluated.

# Activity 16*

**Using context to close sentences – familiar situation**

**Note:** *Duplicate the following sentences for the pupils or have them on the chalkboard or on a transparency before the lesson begins:*

(i) Benny and I hopped on our bikes and _____ through the park to the mill.
(ii) Soon we began to feel the heat of the fire on our faces. We saw the hoses stretching out like snakes to the fire _____ on Front Street.
(iii) The screen door slammed behind him, and he _____ a little because it was darker in the store than out in the sunshine.
(iv) The firefighters had to _____ the people from the top _____ of the burning apartment building.
(v) Martin shouted _____ to his friends on the baseball team.
(vi) The locked doors and boarded windows told us the house was _____ .
(vii) Don't be late for dinner. There's chocolate cake for _____ .

use context to close sentences – familiar situation

Tell pupils that often an author writes about things that are familiar to them, and they should be able to identify many of the words just by thinking about the situation.

Have pupils read each of the sentences and tell what word they think has been left out, then tell what cues they used in deciding.

**Note:** *Be sure to direct pupils in applying this skill in practical reading situations.*

***Workbook* Activity, page 18: Assessment—Using context to give word meanings**

use context to give word meanings

Have pupils read each sentence and note the underlined word. Have them circle the word that has the same or almost the same meaning as the underlined word. Check the exercise with pupils. Have them explain the context cues they used.

# Activity 17*

**Proofreading and revising**

Use the paragraph developed by the group in Activity 7.

proofread and revise composition

1. Have pupils note the use of punctuation and capital letters in the composition and explain it. Have them decide whether other punctuation marks might be used (for example, a comma) to make a sentence easier to read.

2. Have pupils reread the composition and comment on things they had done to make it interesting for readers.

3. Direct attention to sentences that might be strengthened by the use of more precise vocabulary, or by elaboration. Guide pupils in making revisions.

4. Read the revised composition aloud so pupils can judge "how it sounds."

5. Have the revised composition copied into the group's permanent record book.

6. Have each pupil select a composition from his or her personal writing and proofread it to check use of punctuation and capital letters.

# Activity 18

**Writing a report**
**Reading a report**

plan report

1. Point out to pupils that they are often asked to make short reports to the class and that they should know how to prepare a report. With the group, develop a list of steps such as:
   (i) select a topic
   (ii) decide what information to use
   (iii) find more information if you need it
   (iv) decide what order to use (make an outline)
   (v) write the report

*Have pupils reread the compositions independently?*

2. Talk about each step. Have pupils note such things as:
   (i) topic should be interesting, important
   (ii) information should be on the topic
   – most interesting or most important information should be selected
   – not too much information
   (iii) sometimes pupils may decide they want more information, so will have to read something else or ask someone
   (iv) report should be planned so that it states the topic, gives information, and summarizes; an outline is a good way of planning

**write a report**

3. Have pupils select a topic related to the unit, for example:
   Bird Migration  Kinds of Nests  Enemies of Birds
   or other topics in which pupils have shown an interest.
   Point out that people listening to a report want to know right away what the report will be about. Have an interesting opening sentence dictated.

4. Have pupils suggest information that should be in the report. Jot down a word or phrase only. Then help pupils to choose main ideas and supporting details to make a brief outline.

5. Point out that the outline gives an order for the report. Have the ideas expressed in sentences and recorded.

6. Have a concluding sentence worded.

**read a report**

Have several pupils read the report.

Have each pupil choose a bird and write a report that is three or four sentences long and states what the pupil feels are the important details about that bird.

# Activity 19

***Trampolines*, pages 44-45: "When You Read"**

**Note:** *In earlier levels of the Expressways program, the "When You Read" pages have been used primarily to encourage pupils to use a systematic approach to identifying unfamiliar words and learning their meanings. If necessary, review with them the procedure outlined in Level 6, emphasizing that they ask themselves: (i) what is the passage about? (ii) what letter(s) does the word begin with? (iii) what would make sense in the sentence? (iv) what would sound right in the sentence? (v) what cues in the story help me to understand the meaning of the word? "When You Read" at Level 7 suggests to the readers that they at times use a dictionary to clarify word meanings.*

**use a dictionary when reading**

Direct pupil study of pages 44 and 45. They may feel they know the meaning of some of the words, but point out that sometimes good readers want to check a word meaning in their dictionaries to make certain they are right.

Direct study of the entries for each underlined word:

blind: Have pupils note that the dictionary gives more than one meaning for blind.
Focus attention on the way the meanings are indicated – numbered definitions after the entry word.
Have pupils read all the definitions, then choose the appropriate one for the sentence context.

rushes: Tell pupils that most entry words in dictionaries are root words.
Have pupils note that the entry word is rush.
Remind them to identify the root word in words that have endings or suffixes.
Focus attention on the way the meanings are given – two separate entries are used. (It is not necessary at this level to consider the reason why some words have two entries.) Have pupils study the illustration and note the caption.
Have pupils choose the definition that fits the sentence context.
Remind them of the importance of reading all the definitions, then selecting the appropriate one.

quivering: Have pupils note the entry is the root word "quiver."

cygnets: Focus attention on the root word and the exact meaning of this word.

flotilla: Have pupils choose the appropriate meaning.

file: Have pupils note the sentence illustrating how the word is used and select the appropriate meaning.

curiosity: Have pupils use context cues in the selection and the dictionary definition to clarify the meaning of this word.

point: Have pupils note the different meanings and select the appropriate one for the context.

wheeled: Have pupils identify the root word "wheel" that is the entry and choose the appropriate meaning for the context.

**understand dictionary definitions**

**select a definition to fit the context**

Direct attention to:

(i) the three ways of defining a word that are illustrated in the dictionary section – through a definition or description, an illustration, or a sentence illustrating how the word is used
(ii) the importance of selecting the right meaning of some of the words to fit the story context
(iii) the term "entry word"

To reinforce the concept of a dictionary as an aid to the reader, in subsequent lessons when pupils determine a word meaning from context, occasionally offer to check it in the dictionary for them and read the dictionary definition to them.

***Workbook* Follow-up, pages 19-20: Assessment—Using dictionary to find word meanings**
**Choosing meanings to fit sentence context**
**Answering questions**

**recognize that words have several meanings**

Review the idea that, for most words in a dictionary, there is more than one meaning, and that the person using the dictionary must choose the meaning that fits the context.

*Have you helped pupils to prepare before reading orally?*

**Note:** *For pupils who need direction, use the following activity before having them complete the exercise on* Workbook *page 20 independently.*

Have the following sentences on the chalkboard or on an overhead transparency. Have pupils:

(i) locate each underlined word on *Workbook* page 19 and study the definition

(ii) select the definition that fits the context of the sentence

She threw the dart at the board.
If you say the spell correctly, you will turn into a cat.
Send him a bill for the things he bought.
Our club meets every Tuesday night.
The boy picked up a club to protect himself from the animal.
When we went to the train station to meet my cousin, the conductor said she was in the first coach.
We're going to preserve some peaches for next winter.

**choose meanings to fit sentence context**

In the first exercise on page 20, have pupils find, on page 19, the definition for the underlined word that fits the sentence context and note the number of that definition on the line.

**understand dictionary definitions**

In the second exercise, have pupils use the dictionary on page 19 to find the answers for the questions.

# Activity 20

**Reading reports**
**Reading factual material orally**

1. Review briefly key ideas related to oral reading:
   (i) the purpose of oral reading is to communicate with an audience
   (ii) oral reading requires careful preparation
   (iii) the class standards for oral reading set in Activity 15 should be used as guidelines

**present reports orally**

2. Review the procedure set in Activity 15 for preparing factual material for oral reading.

3. Have pupils prepare and read the reports written in Activity 18.

**evaluate reports**

4. Have pupils offer constructive evaluation of both the reports and the oral reading.

# Activity 21

***Trampolines*, pages 46-54: Reading a story – "The Princess Swan"**

**Interpretation skills:** Understanding detail
Recognizing main idea
Drawing conclusions

**Core Vocabulary**
**Unit** – way wings special instead every
**Review** – hand own bird each

**Application of known phonic and structural principles**
perched carve wandered preserve turned
warning; carving driving wading grazing; replied
noisily; slowly quickly quietly reluctantly softly

**Preparation for reading**

use title and illustrations to predict content

Have pupils use the Contents page to locate the story, and, from the illustration on page 46, recognize its rural setting. Discuss possible meanings of the title. (Pupils with a good background of folk and fairy tales may refer to old tales in which a princess has been turned into a swan; others will interpret it more literally.)

**Guiding the reading**

Have pupils read the entire story and then discuss it with them. Ask questions such as the following:

**Questions:**

draw conclusions
— What kind of boy do you think Jimmy is?

understand detail
— Look at pages 47 and 48. What details did the author use to help you understand him? (List details on the chalkboard. Pupils should note things such as his familiarity with the ranch, his curiosity, his interest in carving, his interest in the birds, his quiet manner, and so on.)

recognize relationships – cause-effect
— What else did you learn about Jimmy as you read the next three pages?

understand detail
— How is Tod different from Jimmy?
— What details does the author use to tell you about Tod? (List these.)
— What story did Jimmy tell about the swan?
— What effect did meeting Jimmy have on Tod? Why do you think this happened?
— Think about the details the author used when she wrote about Tod. How did she show you that his attitude was changing?

recognize main idea
— What do you think is the main idea in the story – the one important idea that the author would like you to remember after you have finished the story?

use context to determine word meaning

Check pupils' ability to use context to determine the meaning of the following words: page 47: familiar
page 48: preserve; ridge
page 50: reluctantly
page 53: remained

understand story details

make inferences

develop vocabulary

***Workbook*** **Follow-up, page 21: Understanding story details**
**Answering questions**

Have pupils answer the questions related to "The Princess Swan." The last question requires pupils to find synonyms for words used in the story.

# Activity 22

**Recognizing core vocabulary: above even wings close special read way instead every or sing food**

**Note:** *See notes, Activity 13, Unit 58.*

recognize core vocabulary

1. Write on the chalkboard the following words from the core vocabulary:
   wing or read way
   Have the words identified.

   Then write the following words under the key words with the same spelling pattern. Have the words identified.
   sing lead for ring hay bead king nor day

3. Write the sentences: I read to the baby last night.
   I can read this new book.
   Have the underlined words pronounced.
   Point out that, depending on the context, read is pronounced rēd or red.

3. Write: This box is as heavy as lead.
   The flower is dead.
   Have the underlined words pronounced.

4. Have the following sentences on the chalkboard or on a transparency:

   Astrid thought the parakeet was a special bird. Its cage hung above the bookshelf and close to the window. Every day she watched it instead of doing her work. Even when the teacher gave her a special book to read she just looked at the bird perched above her and watched it flap its wings.

   Have pupils read the sentences silently and then identify the underlined words.

5. Write further sentences with any words pupils don't identify readily. Direct attention to special features of such words as they are identified in the sentences.

## *Workbook* Follow-up, page 22: Reading a story
## Interpreting a story

interpret a story

write a story ending

Have pupils read the story "The Lazy Donkey" and write a final episode for it.
Have the pupils read the endings to the group. Talk about the pattern of events developed in the story, and how the endings fitted that pattern.

recognize core vocabulary

Name the following words from the core vocabulary and have pupils underline them each time they appear in the story beginning:

special every instead even
above close way food

### Checking achievement

Do pupils:
- –recognize the words from the core vocabulary?
- –recognize words with similar spelling patterns?
- –recognize inflected forms when root ends in y?
- –note and recall details when reading or listening?
- –recognize the main idea as they read or listen?
- –combine ideas to form generalizations as they read or listen?
- –interpret and respond to figurative and picturesque language?

Can pupils:
- –identify syllables in a two-syllable word, using the generalization that when there is one vowel letter in the first syllable and it is followed by two consonants, the first syllable usually ends with the first of the two consonants?
- –select dictionary definitions to fit the context in which a word is used?
- –organize details?
- –express several ideas in one sentence?
- –prepare a short, clear report?
- –read informational material effectively orally?

*Have a happy day!*

# Spelling

## Unit Words

| | | | |
|---|---|---|---|
| bird | winter | hurt | star |
| girl | bear | church | car |
| first | here | turn | farm |
| earth | deer | burn | hard |
| learn | were | surprise | start |
| | | warm | started |

## Spelling Activity 1

1. On the chalkboard write the words: shirt sir stir dirt
   Have pupils note the letters used to stand for /*ėr*/ and copy each of the words.

bird first ← 2. Dictate the words at the left.
girl

3. On the chalkboard write the words: earth learn
   Have pupils note the letters used to stand for /*ėr*/, and write each of the words.

bear here ← 4. Use the WSP (Word Study Procedure) with the words at the left.
deer were

5. Dictate the following sentences:
   The deer and the birds were here in the winter.
   The girls were first to see the bears.
   What did you learn about this earth?

***Workbook* Follow-up: page S6**

Have pupils complete the page independently, then exchange work with a classmate to have their sentences proofread before you check them.

## Spelling Activity 2

bird bear ← 1. Dictate the words at the left.
girl winter
first here
earth deer
learn were

2. Use the WSP with any words spelled incorrectly.

chirp whirl ← 3. Dictate the words at the left to extend the spelling list.
twirl stir
dirt pear
skirt earn

## Spelling Activity 3

1. On the chalkboard write:

   pony ponies
   carry carries carried carrying
   funny funnier funniest

   Have pupils note the spelling pattern of the derived forms and recall the generalizations that:
   (i) to write the plural of a word ending with y, change y to i and add -es;
   (ii) when a verb ends in y, change y to i and add -es or -ed; do not change the root to add -ing;
   (iii) when a word ends in y, change y to i before adding -er or -est.
2. Have pupils write the plural of: lady baby family puppy
3. Have pupils add -s, -ed, -ing to each of the following words:
   try hurry copy cry bury
4. Have pupils add -er and -est to the following: easy silly jolly
5. Dictate the following sentences:
   The babies cried when the deer hurried away.
   The girls were happiest at the farm.

***Workbook* Follow-up: page S7**

Have pupils complete the exercise independently.
Have them check their spelling carefully and then have a classmate proof-read it before you check it.

## Spelling Activity 4

1. On the chalkboard write: churn fur curl
   Have pupils note that ur represents /ėr/.

hurt church ←
turn burn
surprise

2. Dictate the words at the left.
3. Write the words on the chalkboard and have pupils check their spelling.

curt blurt ←
hurl churn

4. Dictate the words at the left to extend the spelling list.
5. On the chalkboard write: cart far part
   Have pupils note the sound represented in each word by ar.

star hard ←
car start
farm started

6. Dictate the words at the left.
7. Write the words on the chalkboard and have pupils check their spelling.

warm ←

8. Use the WSP with the word at the left.
9. Dictate the following sentences:
   It was a surprise to see your car at the farm.
   The burn on my arm hurts.

bar lard
far tart
tar dart
stars chart
arm starts
harm starting

10. Dictate the words at the left to extend the spelling list.

***Workbook* Follow-up: page S8**

Have pupils complete the page independently.
Remind them that careful handwriting contributes to accurate spelling.

Write the answers to questions 2-4 on the chalkboard and have pupils check their spelling.

## Spelling Activity 5

bird star
winter learn
earth surprise
turn were
here warm
farm first

1. Use the pretest procedure with the words at the left.
2. Use the WSP with any words that are spelled incorrectly.

***Workbook* Follow-up: page S9**

Have pupils complete the page independently.
Work with the group, writing the answers on the chalkboard to correct the page.

## Spelling Activity 6

Use *Workbook*, page S10

Briefly review the generalizations related to adding inflectional endings to words ending in y (as noted in Activity 3).

Have pupils select the right word to close each sentence, and write the root word in the space provided.

## Spelling Activity 7

**Assessment**

bird winter
girl here
first deer
earth were
learn hurt
bear church
surprise turn
star burn
farm warm
start car
started hard

Dictate all the words from the unit list (given at left). Include in your dictation derivatives of the list words. Check pupil spelling and reteach where necessary.

**Note:** *Again, do not treat this activity as a "test" situation. Pupils should recognize that it guides them in their studying and you in your teaching to know which words are causing difficulty. However, it is extremely important that pupils do not see "getting words right on the test" as the objective of the spelling program. Rather, they should recognize its function as helping them to write more accurately.*

*If any pupil spells a word incorrectly, have that word entered in his/her spelling record on* Workbook *page S32. Have the word restudied. Dictate each child's word list to him/her on two subsequent days and have the words written correctly in the spaces provided on page S32.*

# Unit 60 Theme: Understanding other people

| LISTENING | SPEAKING | READING | WRITING |
|---|---|---|---|
| | | **Activity 1** | |
| Listening to peers<br>Discussing the unit theme | Developing the unit theme | *Trampolines*, p. 55:<br>Reading a poem<br>*Workbook* Activity, p.23:<br>Answering riddles | Writing a group chart |
| | | **Activity 2** | |
| Dividing words into syllables – auditory | | Dividing words into syllables – visual<br>*Workbook* Follow-up, p. 24:<br>Assessment – Dividing words into syllables<br>Closing sentences | Writing words to close sentences |
| | | **Activity 3** | |
| Listening to peers | Talking about story ideas | *Trampolines*, pp. 56-66:<br>Reading a story<br>*Workbook* Follow-up, p. 25:<br>Assessment – Reading paragraphs<br>Recognizing emotional reactions | Writing descriptive words |
| | | **Activity 4**<br>Recognizing compound words | |
| **Activity 5**<br>Listening to a story | Talking about story ideas | | |
| | | *Workbook* Follow-up, p. 26:<br>Reading a story | Writing answers to questions<br>Writing a conversation |
| | | **Activity 6***<br>Dividing words into syllables – visual | |
| Dividing words into syllables – auditory | | **Activity 7***<br>Recognizing derived forms of words with suffix -less<br>*Workbook* Follow-up, p. 27:<br>Matching compound words and derived forms to meaning | Writing descriptive words |
| | | **Activity 8** | |
| Listening to peers<br>**Activity 9**<br>Recognizing the schwa sound<br>*Workbook* Follow-up, p. 28:<br>Assessment – Dividing words into syllables<br>Identifying schwa sound | Discussing a biography | *Trampolines*, pp. 67-69:<br>Reading a biography | |

**Activity 10***
Understanding derived forms of words with suffixes -ful, -ness

*Workbook* Follow-up, p. 29:
Writing derived forms to close sentences
Answering questions

**Activity 11**
Elaborating sentences
Using descriptive words

Listening to peers

Talking about story ideas

**Activity 12**
*Trampolines*, pp. 70-74:
Reading a story

**Activity 13**
Recognizing core vocabulary

*Workbook* Follow-up, p. 30:
Reading a story

Writing answers to questions

**Activity 14**
Listening to a story

Talking about a story

**Activity 15**
*Workbook*, p. 31:
Writing a story

**Activity 16**
Using context to determine word meanings – definition or restatement

**Activity 17**
Listening to a story

Talking about a story

**Activity 18**
*Workbook*, p. 32:
Assessment – Recognizing core vocabulary

**Activity 19**
Developing vocabulary – synonyms

If needed, additional phonics lessons for review and maintenance are in the Appendix.

Spelling Activities are detailed at end of unit.

*Do you encourage pupils to write creatively?*

## INDEPENDENT ACTIVITIES

1. Have pupils add to the chart started in Activity 1.

2. Be sure every pupil has free reading time every day.

3. After *Workbook* page 26 has been completed, write on the chalkboard the following exercise, based on the story on page 26:
   (i) List six words in which you hear the sound /ā/.
   Find four words, in each of which the sound /ā/ is spelled in a different way.
   (ii) Write words that show three ways of spelling the sound /ē/.
   (iii) Write two words that have the ending -er.
   (iv) Write a word in which the letters ea stand for the short sound of the vowel e.

4. After Activity 5, have pupils write the conversation they think took place when the plane was returned to its owner. Have them proofread their writing to check spelling and punctuation.

5. After Activity 19, have pupils develop a class reference list of words they might use instead of said in their writing.

6. Have pupils choose four selections from *Trampolines* and answer the questions: Who? Where? What? about each. (Who was it about? Where did it take place? What happened?)

7. Have pupils prepare lists of questions or topics they wish to discuss in small-group discussions. Have pupils discuss the topics and report the results of the discussion on topics that are of general interest to the class.

8. After pupils have heard the story "Miklan Tells a Tale," have them illustrate parts of the story in cartoon format.

9. Have pupils write descriptions of themselves and their friends, using the following format:

| | | | |
|---|---|---|---|
| First name | _____ | | |
| Two words describing you (your friend) | _____ | _____ | |
| Three words telling what you (your friend) can do | _____ | _____ | _____ |
| Two words telling how you (your friend) feel | _____ | _____ | |
| Name or nickname | _____ | | |

10. After reading "New Brothers," have pupils prepare a list of things about their school and community that would be helpful for someone who has just moved into the school. For example: times classes begin and end, where to catch the bus, how to use the library, where to play after school, where to leave coats and boots, where lost and found items are, and so on.

11. Have pupils maintain daily journals in which they record experiences with people other than members of their families. You may wish to provide pupils with a structure for recording these experiences, for example: who, where, what happened, how I felt.

12. Have pupils choose and prepare short sections of free-reading books for oral reading.

## BOOKS TO READ

1. *Gabrielle and Selena*, Peter Desvarats (Scholastic)
   A black child and a white child change places for the day.

2. *The Wonderful Little Boy*, Helen E. Buckley (Lothrop)
   Everyone makes the little boy feel insignificant except his grandmother, who takes time to pay attention to him.

3. *Busybody Nora*, Johanna Hurwitz (Morrow)
   Six-year-old Nora wants to know all about the two hundred people in her building.

4. *Big Cowboy Western*, Ann H. Scott (Lothrop)
   Martin, a little boy who lives in an urban housing development, pretends he is a cowboy, but no one believes him until the fruit vendor supplies him with a horse and a cowboy job.

5. *Martin's Invisible Invention*, Jo Ann S. Hoffman (Judson Press)
   Martin invents something important, which nobody can see – but they all feel it; he makes peace.

6. *Altogether, One at a Time*, E.L. Konigsburg (Atheneum)
   Four short stories about kids with questions: one who didn't want to invite Jason to his party; one who sees a less pleasant side to his grandma; a fat girl who finds help at camp; and one whose momma tells how black is beautiful.

7. *Encyclopedia Brown: Boy Detective*, Donald Sobol (Nelson)
   Humor and suspense are combined in this story, one of a series about an astute boy detective.

8. *Jonathan Bing*, Beatrice Curtis Brown (Lothrop)
   The poems in this collection about the hapless Jonathan Bing are long-time favorites with children.

# Activity 1

***Trampolines,* page 55: Reading a poem – "I have a friend"**
**Developing the unit theme**
**Writing a group composition**

**read a poem**

Have pupils read the poem on page 55 and comment briefly on its idea. Lead pupils to recognize how interesting it can be to have friends who do different kinds of things.

**relate a poem to other reading experiences**

Relate the "friends" in the poem to the growing friendships between Jimmy and Tod in "The Princess Swan." (Pupils should be aware of the different backgrounds of the two boys and of their ability to share interests and learn from each other.)

**Note:** *If possible, have a copy of* Pippi Longstocking *by Astrid Lindgren (Viking) and* Encyclopedia Brown: Boy Detective *by Donald J. Sobol (Scholastic) available to use during the introduction and for pupils to read during free reading periods.*

Remind pupils that there are many interesting people they can get to know in books.

Say: Do you know Pippi Longstocking?
She's a nine-year-old girl who's really quite amazing. She lives in a house called Villa Villekulla with her monkey and her horse –

and no adults. She's very strong – so strong, in fact, that when she wants her horse to move to a particular spot, she just picks him up and puts him there. Her clothes are rather peculiar. She made her own dress out of blue cloth – but she didn't have enough, so she finished up with red. She wears long stockings – one black and one brown – and shoes that are exactly twice as long as her feet. And her adventures are even more unusual. (If pupils have already read any of the books about Pippi, they will want to comment.)

And then there's Encyclopedia Brown. At least that's what everyone but his parents and his teacher called him. (*They* called him Leroy.) Encyclopedia earned his nickname because his head was full of facts. You could ask him almost anything, and he'd know the answer. That's why he was a great help to his father, who was chief of police in their town. And that's why, even though he wasn't much older than you, he set up his own detective agency.

Ask: What interesting people have you met in stories that you have read?

Have pupils mention favorite story characters and reasons for their appeal. Encourage several children who have read the same book to comment about a character and tell why they think the character is interesting.

**develop a chart to describe characters**

Suggest that the group develop a chart about favorite people met in books that might help to introduce their classmates to those characters. Set up the headings below on the chalkboard:

1. Name
2. What the person is like
3. The kind of things the person does
4. Name of book

Choose several of the characters discussed and have pupils dictate ideas to be recorded on the chart. (You may prefer to have this done in point form. In some cases the name of the book may have to be added later.)

**dramatize an introduction**

Have pupils consider the completed chart and individually choose favorites. Have them dramatize a situation in which they introduce that character to a friend in the group.

Make the chart available to guide pupils in selecting books for independent reading. You might consider using this as the beginning of a cumulative record of interesting story characters that pupils can add to independently, and refer to for help in choosing books.

### *Workbook* Activity, page 23: Interpreting riddles

**interpret sentences**

**make inferences**

Have pupils read each riddle, find the answer at the bottom of the page, and record the number of the answer.

**Experience extensions:**

1. Make the books that the pupils list on their chart available for independent reading.
2. Have pupils write their own versions of the poem "I have a friend."

# Activity 2

**Dividing words into syllables: auditory – visual**

divide words into syllables when the first vowel letter is followed by two consonants

identify the accented syllable in a two-syllable word

1. Write the following words on the chalkboard:

| | | |
|---|---|---|
| whisper | kitten | zipper |
| answer | pencil | sparrow |

Have pupils:
(i) pronounce each word and tell how many syllables it has
(ii) identify the first vowel sound
(iii) note the two consonants following the first vowel letter
(iv) recall the generalization that when the first vowel letter is followed by two consonants, the first of the two consonants usually goes with the first syllable
(v) divide each word into syllables
(vi) identify the accented syllable

2. Using the following words, review the generalization that a single vowel at the end of a word (or syllable) usually stands for the long sound:

me hi she we go no

3. Write the following words on the chalkboard:

| | | |
|---|---|---|
| pilot | tiger | spider |
| motel | paper | bacon |

Have pupils:
(i) pronounce each word and tell how many syllables it has
(ii) identify the first vowel sound
(iii) note the single consonant following the vowel letter
(iv) recognize that when a vowel letter is at the end of a syllable, it is usually long
(v) generalize that when there is one vowel letter in the first syllable of a word, and it is followed by one consonant, the vowel sound is usually long, and the consonant usually begins the second syllable

4. Rewrite the words, dividing them into syllables.
Have pupils identify the accented syllable.

divide words into syllables when the first vowel letter is followed by a single consonant

5. Write the following on the chalkboard:

| | | |
|---|---|---|
| silent | piper | label |
| pupil | final | music |

Have pupils divide each word into syllables and identify the accented syllable.

***Workbook* Follow-up, page 24: Assessment — Dividing words into syllables**
**Closing sentences**

divide words into syllables

close sentences

Have pupils, using the generalizations developed (or reviewed) in Activity 2, divide the listed words into syllables, circle the accented syllables, and mark the vowel letters that stand for the long vowel sounds.
Have pupils read the listed words and choose words to close the sentences.

# Activity 3

***Trampolines*, pages 56-66: Reading a story – "New Brothers"**

**Interpretation skills:** Recognizing emotional reactions
Forming sensory impressions

Recognizing emotional reactions: *Pupils should recognize how the various characters in a story feel at different times and should learn to identify the various ways an author helps the reader to recognize feelings. Pupils should interpret cues such as the character's manner, appearance, what is said by the character and others, the total situation (in terms of emotions it would induce), and direct statements by the author.*

Forming sensory impressions – auditory, visual: *Pupils should be able to respond to an author's descriptive language by seeing and hearing what is described. This requires that they relate the author's descriptive language to real sensory experiences and create in their minds the sounds and sights of the selection.*

**Core Vocabulary**
**Unit** – early below both fine ice seem land send
**Review** – heard sure own move wings

**Application of known phonic and structural principles**
early heard meant heart sweater tears heat; hard stared dark warm parka curled fur hard curtain nurse burst born worry; stared coming raced glanced freezing boring racing hoping smiled; nodded grinned spotted hugging stopped

**Preparation for reading**

use illustrations to establish setting

Have pupils study the illustration on page 56 and comment on the setting of the story. Have them consider why it is important to have an illustration to help readers picture the setting for such a story.

**Guiding the reading**
Have pupils read pages 56 and 57 and briefly comment on what they expect to be the focus of interest in the story.

recognize emotional reactions

Ask: How does Robbie feel? What different kinds of information does the author use to tell you that?

Instruct pupils to read the rest of the story, thinking particularly about how Robbie feels. Then ask questions such as the following:

**Questions:**
- Apart from Robbie, who were the three most important people in the story? (Pupils should recognize that Robbie's parents play background roles – that Shelley, Gerald, and Jake are the focus.)
- How did Robbie feel when he first rushed in to tell Shelley about the plane? Why did his feelings suddenly change? How did he show his feelings?
- How does Shelley try to make him feel better?

**form sensory impressions**

- What would they see as they looked from the bedroom window?
- How did the sound of the plane suddenly change? What would you have seen if you'd been there to see the plane land?
- How do you think Robbie felt when Jake spoke to him?
- What would you have seen if you'd been there watching the plane leave?

**make inferences**

- How did Robbie feel when his mother had been gone for a while?
- How does the author explain his feelings?
- What changed things for Robbie? Do you think Robbie and Gerald became "best friends" right away? What do you think helped them to become friends?
- How did the boys feel standing on the dock waiting for the plane?
- How does the author help you to understand their feelings?

**react to story ideas**

**develop unit theme**

- Why was it important for Robbie to get to know people in Beaver Dam?
- Do you think getting to know Gerald will help him to make friends? Why?
  (Pupils should recognize that it is sometimes difficult for one child, as a newcomer, to join in groups at school and after school.)

**read orally**

Have pupils choose and prepare short sections of the story for oral reading.

***Workbook* Follow-up, page 25: Assessment—Reading paragraphs**
**Recognizing emotional reactions**

**develop vocabulary to express emotions**

**recognize emotional reactions**

If pupils have a limited vocabulary of words to describe emotions, study the word list on page 25 with them before assigning the page for independent work. Be sure pupils realize that there are several words that would fit each example.
Discuss the completed exercise with the group, having pupils (i) explain the cues that helped them decide what emotion was represented and (ii) compare their choices of words.

# Activity 4

**Recognizing compound words**

**recognize compound words written as one word**

1. Write the following on the chalkboard:
   Wear a warm overcoat and take your snowshoes if you go out in that snowstorm. There are huge snowdrifts blocking the driveway.
   Have pupils:
   (i) identify the underlined words as compound words
   (ii) review the meaning of the term "compound word" – a word made up of two words, the meanings of which are both contained in the meaning of the compound
   (iii) give the meanings of the underlined words, showing how each part contributes to the total meaning

**review meaning of term "compound word"**

2. Point out that, in reading an unknown compound word, the reader should break the word into its root words and determine the meaning of each root word separately.

   Have the underlined words in the following sentences identified and their meanings explained:

   The motorboat passed both the steamship and the rowboat.
   The hummingbird enjoyed our garden.
   Foghorns and lighthouses warned sailors of danger.

recognize compound words written as two words

3. Tell pupils that some compound words are written as two separate words, but they are nevertheless compound words because the two words combine to make one meaning. Have pupils find the compound words in the following sentences:

   I like ice cream in the summertime.
   Go to the post office and put the letter in the mailbox.
   Use a question mark when you do your workbook exercise.
   The storekeepers at the shopping centre helped us.

recognize compound words that are hyphenated

4. Tell pupils that in some compound words the root words are joined by a hyphen. Have them identify the compound words in the following sentences:

   Ten skiers joined the cross-country race.
   The ski planes couldn't land after break-up.
   The air-conditioned house was comfortable on the hottest day.
   The highway by-passed the big cities.
   Are you right-handed or left-handed?

# Activity 5

**"Finders Keepers": Listening to a story**
**Recognizing emotional reactions**

attend to a story

Instruct pupils to listen as you read a story and notice (i) how the boys in the story feel; (ii) how their feelings change throughout the story; (iii) how the author helps the listeners to understand the feelings.

Read "Finders Keepers" in sections and use the questions at the end of each section. Note that the why questions usually have a number of answers.

**FINDERS KEEPERS**

Roy rode his bike along the lane towards home, wishing it was today his Mom came home from hospital instead of next week, wishing he didn't live so far from town so he'd have friends nearby to play with. Sandy, his collie pup, came romping towards him, wagging a welcome. "Here boy!" Roy called, jumping off his bike. "Good old Sandy! Don't you ever go 'way again, y'hear?"

Wrestling playfully with Sandy, Roy heard a funny sound. It was a humming drone, too steady for a bee, not heavy enough for a plane.

Screwing up his eyes against the sun, Roy scanned the sky. A small object was approaching from the north – not a bird. Was he seeing things? A doll-sized airplane! Roy's heart beat faster as he realized it was a genuine flying model-airplane! He'd never seen one before up close.

As Roy focussed on the plane, the motor spluttered and stopped. The little plane, perfectly balanced, lost altitude and glided down for a faultless landing in the field, not twenty metres away!

Roy jumped the fence with Sandy at his heels. Trembling with excitement, he raced over the grass and picked up the model. It was bright yellow, with a red propeller. It seemed to be made of thin paper glued to a balsa wood frame. Black letters stood out on the wing – "R.W." He gasped – R.W. – those were his own initials! It was like magic, but only little kids believed in magic. The plane belonged to somebody else – somebody who'd appear any minute to claim this treasure dropped from the sky.

But the field and lane stayed empty; cars on the highway sped past unconcerned. Roy balanced the model carefully on his handlebars and went to the house. He'd ask Aunt Jane what to do.

"My, that's a nice toy," she said. "What a good idea to paint your initials on it."

Roy caught his breath. She thought it was his! He wouldn't tell her it wasn't – not just yet. Maybe nobody'd claim it and he'd be able to keep it. He'd soon learn to fly it.

recognize emotional reactions

**Questions:**

How does Roy feel when the story begins? Why?
Who seems to be his best friend?
How did he feel when he found the plane? Why?

Roy wondered how it operated – some sort of gas, for sure – but what? The little engine didn't tell him much. He couldn't very well ask anyone. If it was his plane, he SHOULD know how to operate it. Roy frowned over the problem, finally deciding he would ride into town on Saturday morning and visit the Hobby Shop. That was the best place to find out about flying models.

The three days crawled by, but finally Saturday morning came and found Roy at the Hobby Shop.

There were several customers, so he was able to hang around the model section undisturbed while he scanned the boxes. He saw one containing the components for a plane like his. It was one of the most expensive models in the shop! He'd never be able to afford one like that – not if he saved his allowance for a year.

The shopkeeper's voice nearby made him jump. "Reggie! What in the world happened to you?" He was speaking to a boy about Roy's age, a boy with a glum face and a cast on his leg.

"I broke my leg running after my Cessna," was the reply.

"That's too bad!" said the shopkeeper. "I hope it'll mend soon. Was the Cessna damaged?"

Reggie sounded as if he was going to cry. "I don't know," he said. "It got away from me. I lost it!"

"How did that happen?" asked the man.

"I was in Acre's meadow," Reggie said. His face brightened. "You should have see it FLY, Mr. Simpson! Boy! Did it CLIMB! Flew in circles, and it climbed so high I could hardly see it. I don't know why, but it straightened out above the trees and flew south. I could hear it getting further away all the time. I was so excited at the way it flew, but scared, too, that it would get away from me. I don't know why the timer didn't

work. Anyway, I ran like mad trying to watch it, not looking where I was going, when I tripped, and my leg cracked. Next thing I knew I was in hospital! Nobody knew anything about my plane. I don't s'pose I'll ever find it now."

Mr. Simpson patted his shoulder. "Your luck was out that day for sure. Don't give up hope; ask your dad to put an ad in the paper, maybe offer a reward."

"We've already tried that," said Reggie dully. "No replies."

**Questions:**

How did Roy feel as he waited for Saturday to come?
How does the author help you to understand this?
How did Reggie feel when he first came into the store? as he talked about his plane? as he talked about the ad?
What cheered him up for a while?

Mr. Simpson scratched his head. "Seems to me there's a farm in the direction your plane was headed," he observed. "It wouldn't hurt to go there and ask."

Roy, listening, felt his cheeks burning. They couldn't know he came from that farm, but he felt they were prodding him to own up that he had the missing plane – to give it up. He didn't wait to hear more. This didn't seem to be a good time to ask about fuel for a model aircraft.

Back home, Roy climbed into his treehouse and took the plane from its hiding place. He sat running his hands over the smooth surfaces, admiring the careful construction. He wondered if Reggie had built it himself. How neat to be able to build a model plane that really flew. One part of Roy's mind whispered, "You don't know it's Reggie's. It's probably a coincidence. After all – finders keepers."

Hidden by the branches, Roy saw a strange car pull into the lane. It was no surprise to see the boy called Reggie get out when it stopped. Reggie moved awkwardly, handicapped by his cast. The game was up! Aunt Jane would remember Roy's having the plane, and he'd have to give it up. Roy felt sick – but luck was with him. Dad, hearing the car stop, peered out of the barn. "You looking for Roy?" he called cheerily.

Reggie hobbled over. "No, sir," Roy heard him say. "Do you know if anyone happened to find a model plane around here this week?" And, as Reggie described it, Roy was able to check every detail as he crouched in the treehouse with the lost toy in his hands. There was no doubt it was the same plane.

Dad was shaking his head. "No, I haven't seen anything like that, I'm afraid, but I'll ask my son to look out for it; he's got sharp eyes. Leave me your address in case we find it."

Barely breathing, Roy watched from his lofty perch. "Go away, go way," he silently urged the boy. "You're not getting it – it's mine! Finders Keepers, Losers Weepers!"

Roy waited until the car had pulled away and Dad was back up in the barn before sliding down from the treehouse. Sandy, who had known where Roy was all along, frolicked up to him. "What would I do without Sandy?" thought Roy.

**Questions:**

How did Roy feel as he listened to Reggie and Mr. Simpson talk?
How do you know?
What do you think his feelings were as he listened to Reggie and his dad talking?

Roy thought back to the day he had lost Sandy. He hadn't been able to sleep all night for worrying, certain he'd never see his dog again. Then a man Dad knew had brought him back. That man was a real friend – anybody else might have kept a good dog like Sandy.

Roy felt his cheeks suddenly burn with shame. Reggie probably missed his model airplane the same way he'd missed Sandy! He'd take it back to him right away, and apologize. Maybe they could be friends. Maybe Reggie would tell him what made it fly. He might even show him how to build flying models. Roy climbed back up to the treehouse and got the plane, then went over to his father in the barn. "Where does that boy live, Dad?" he asked.

— Rosemary Bauchman

relate story to unit theme

**Questions:**

What different feelings do you think Roy has as he decides to give up the plane? What is he hoping?

How are Roy and Robbie ("New Brothers") alike? Why is it important to both of them to get to know other people?

use context to determine word meanings

Reread the sentences in which there is an underlined word and guide pupils in using context cues to determine its meaning. Sample questions are provided as a guide.

(i) components: What did Roy want to buy?
Why were the models in boxes?
What other words can you use to explain the word components? (parts, pieces)

expensive: Would Roy be able to buy the airplane model?
Why not?
What other words can you use to explain the word expensive? (high-priced, cost a lot)

(ii) glum: Why was the shopkeeper surprised when he saw Reggie?
(Have pupils recall that Reggie tells the shopkeeper that he lost his plane and broke his leg.)
How did Reggie feel about losing his plane?
How do people look when they feel unhappy?
What other words can you use to explain the word glum?
(gloomy, sad, downhearted, discouraged)

**Extra teaching:** In another lesson period, use the sentences in which words are circled. These words should be used only with those pupils who need additional instruction in using context cues to give word meanings.

read directions

interpret directions

***Workbook* Follow-up, page 26: Reading a story**
**Answering questions**

Have pupils read the story on page 26 and write answers to the questions.

write a conversation

use appropriate punctuation

Check carefully their ability to punctuate the conversation written in their notebooks, and, if necessary, review the use of quotation marks.

**Experience extension:** Provide opportunities for pupils to play the games described on *Workbook* page 26.

# Activity 6*

**Dividing words into syllables – auditory-visual**

divide words into syllables when first vowel is followed by two consonants

divide words into syllables when first vowel is followed by one consonant

identify accented syllable

1. Pronounce each of the following words and have pupils tell (i) how many syllables there are in the word and (ii) which syllable is accented:

| | | | |
|---|---|---|---|
| yellow | meter | golden | grocer |
| local | butter | fury | pattern |
| number | stupid | penguin | tidy |

2. Reuse the words listed in procedure 1. Have pupils tell whether the first syllable has a long or short vowel sound. Write the words on the chalkboard in two columns.

3. Review the generalizations that:
   (i) when the first vowel letter in a word is followed by two consonants, the first of the two consonants usually goes with the first syllable
   (ii) when there is one vowel letter in the first syllable of a word and it is followed by one consonant, that consonant usually begins the second syllable

4. Have pupils divide the following words into syllables and tell which syllable is accented:

| | | | |
|---|---|---|---|
| monster | crater | crocus | harvest |
| major | plastic | parrot | siren |
| helmet | cocoa | lantern | magnet |

# Activity 7*

**Understanding derived forms of words with suffix -less**
**Understanding the meaning of the suffix -less: without**

**Note:** *In all lessons on derived words with suffixes, emphasize that the meaning of the root word is retained in the derived form but that its meaning is combined with that of the suffix. The focus in all lessons should be on the meaning of the suffix and of the derived form.*

understand the meaning of the suffix -less

1. On the chalkboard write the following pairs of sentences:
   Cutting the trees left the squirrels without a home.
   Cutting the trees left the squirrels homeless.

   The sky was clear blue, without a cloud.
   The sky was clear blue and cloudless.

   The storm left the cabin without a roof.
   The storm left the cabin roofless.

Have pupils:
(i) read both sentences in each pair
(ii) note that the underlined parts in each pair mean the same
(iii) identify the root and suffix in each word
(iv) recognize that -less added to a word means without, and that the word formed by adding -less to a root combines the meaning of the two

define term "suffix"

2. Identify -less as a suffix. Define suffix for pupils as a syllable added to the end of a root word that adds its meaning to that of the root.

understand derived form of words with suffix -less

3. Have pupils read the following sentences, circle the suffix in each underlined word, and define the word to show how it combines the meaning of the root and suffix.
   She won the race but was breathless at the end.
   The tiny windowless room seemed airless.
   The mountain climber was fearless.
   Her work was done in a careless way.
   The tired man had a long, dreamless sleep.

***Workbook* Follow-up, page 27: Recognizing compound words**
**Understanding words with suffix -less**

**Note:** *This page provides a follow-up for Activity 4 as well as Activity 7.*

recognize compound words

Read the instructions with pupils.
Have them match the compound words to the statements.

understand words with suffix -less

In the second exercise have them read the derived forms of the words, then write the word to describe the person or thing whose name is underlined.

# Activity 8

***Trampolines*, pages 67-69: Reading a biography – "Joe Fortes"**

**Interpretation skills:** Understanding detail
Drawing conclusions

**Core Vocabulary**
**Unit** – those remember almost
**Review** – people watch hold(ing) own

**Application of known phonic and structural principles**
watched branches beach; danger giant encouragement; swimmer waiter sailor; sparkled decided stirred

**Preparation for reading**

Have pupils who know how to swim tell when they learned and who taught them. Tell them that a hundred years ago there were no pools for children to swim in, and almost no one to teach them to swim. Parents sometimes taught their children to swim or else they learned on their own or from each other.

Tell pupils they are going to read about a man who taught swimming in Vancouver almost a hundred years ago. Have Vancouver located on the map, and have pupils recognize why many people there would want to learn to swim.

**Guiding the reading**

support a given conclusion

Have pupils read the short biography of Joe Fortes.

understand detail

Ask: How do you know Joe Fortes was a very unusual person? (Pupils should give several answers.)

Why do you think he was such a successful swimming teacher?

Reread the first paragraph. What do you think made Joe decide to stay in Vancouver?

relate a biography to experience

Do you think Joe Fortes would have been an interesting person to know? Why?

Is there anyone in our community who you think is like Joe Fortes?

# Activity 9

**Recognizing the schwa sound represented by vowel letters a, e, i, o, u**

**Note 1:** *Most linguists state that, in many of the unaccented syllables in English words, the sound heard is not that usually represented by the vowel letter but a soft guttural sound. This sound is called the "schwa sound" and is represented in most dictionairies by /ə/. The schwa sound can be represented in English spelling by any of the vowel letters. The clue to the sound is not spelling but accent. The schwa sound is heard in the unaccented syllable.*

**Note 2:** *It is important in studying words with pupils that teachers use the pronunciation of normal speech. This is particularly important in studying accent and the relation of vowel sounds to accent.*

recognize the schwa sound

1. Write the following words on the chalkboard; read them to pupils:

   seldom taken pencil

   circus cobra

   Have pupils divide each word into syllables and indicate the accented syllable.

2. Instruct pupils to listen as you pronounce the words again, and listen for the vowel sounds in the unaccented syllables.

3. Have pupils underline the vowel letter in the unaccented syllables and repeat procedure 2.

recognize that any vowel letter can stand for the schwa sound

4. Point out that the vowel sound in each of the unaccented syllables is the same, although there is a different vowel letter in each. (It may be necessary to have pupils listen again to establish this.)

identify the schwa sound

5. Identify the vowel sound heard in the unaccented syllables as the schwa sound.

6. Write the following words on the chalkboard:

| | | |
|---|---|---|
| lesson | button | rascal |
| moment | lumber | recent |
| person | merchant | curtain |
| hidden | comma | cedar |

Have pupils
(i) divide each word into syllables
(ii) indicate the accented syllable
(iii) listen as the words are pronounced and note the vowel sound in the unaccented syllable
(iv) underline the vowel letters in the unaccented syllables
(v) note that any vowel letter can represent the schwa sound

***Workbook* Follow-up, page 28: Assessment — Dividing words into syllables**
**Identifying the schwa sound**

divide words into syllables

identify the schwa sound

Have pupils pronounce each word and divide it into syllables, then circle the vowel letter that represents the schwa sound.

# Activity 10*

**Understanding derived forms of words with suffixes – -ful; -ness**
**Understanding the meanings of suffixes – -ful: full of or showing; -ness: state of being**

understand meaning of suffix -ful

1. On the chalkboard write the following pairs of sentences:

The quiet children showed thought for the sleeping baby.
The quiet children were thoughtful of the sleeping baby.

He showed care in doing his painting.
He was careful in doing his painting.

Christmas day was joyful for them.
Christmas day was full of joy for them.

Have pupils:
(i) read both sentences in each pair
(ii) note that the underlined parts in each pair mean the same
(iii) identify the root and suffix in each word
(iv) recognize that -ful added to a word means full of or showing, and that the word formed by adding -ful to a root, combines the meaning of the two

2. Identify -ful as a suffix. Recall the definition of a suffix as a syllable added to the end of a root word that adds its meaning to that of the root.

understand meaning of suffix -ness

3. Repeat procedures 1 and 2 with the following pairs of sentences:
   Thank you for being kind.
   Thank you for your kindness.

   Because he was lazy, his work wasn't done.
   Because of his laziness, his work wasn't done.

   Have pupils recognize that -ness added to a word means state of being, and that the word formed by adding -ness to a root combines the meaning of the two.
   Identify -ness as a suffix.

understand derived form of words with suffix -ful, -ness

4. Have pupils read the following sentences, circle the suffix in each underlined word, and define the word to show how it combines the meaning of the root and the suffix.
   The flowers were beautiful.
   Her cheerful laugh showed her happiness.
   Her rudeness spoiled the discussion.
   Her sadness when she left made us all unhappy.
   The teacher was helpful.
   The darkness in the cave was a change from the brightness of the sunny day.

**_Workbook_ Follow-up, page 29: Writing derived forms to close sentences**
**Answering questions**

write derived forms using -less, -ness, -ful

Direct pupils' attention to the three suffixes in the directions at the top of the page, and to the root words preceding the sentences. Instruct them to combine one of the suffixes with the root preceding each sentence to form a word to close that sentence.

In the second exercise have pupils read the questions and write answers to them. Have pupils discuss their answers.

When the work is completed, have the sentences read aloud to check that the derived form (i) makes sense and (ii) sounds right in the sentence.

*Have you had fun with the children today?*

# Activity 11

**Elaborating sentences**
**Using descriptive words**

1. On the chalkboard write the question:
   What are you doing?
   Tell pupils they are going to play a game in which they make up answers to that question.

2. Write this sentence-beginning on the chalkboard and have a pupil add the number of words indicated by the space(s).
   I'm painting a _____ .

elaborate sentences

use descriptive words

3. Add further key words and spaces, having pupils extend the sentence in accordance with the spaces and punctuation provided. Use the following sequence:
   I'm painting a (cat) with _____ _____ _____ .
   I'm painting a (cat) with (two) (yellow) (eyes), _____ _____ _____ .
   I'm painting a (cat) with (two) (yellow) (eyes), (a) (fluffy) (tail), and _____ _____ _____ .
   I'm painting a (cat) with (two) (yellow) (eyes), (a) (fluffy) (tail), and (long), (sharp) (teeth).

4. Using the same pattern, repeat the procedures in steps 1 to 3 to answer other questions. For example: What are you making?
   – building?
   – looking for?
   – painting?

5. Use the same procedure with this pattern:
   I wanted a (cat) that could (run) (and) (play) and would be (soft) (and) (furry).

write sentences

6. Have each pupil write two sentences using the pattern in step 5.

# Activity 12

***Trampolines*, pages 70-74: Reading a story – "Paula"**

**Interpretation skills:** Recognizing emotional reactions
Forming sensory impressions

**Core Vocabulary**
**Unit** – early almost seem(ed) mean against
**Review** – sure own close watch heard move ever even

**Application of known phonic and structural principles**

gate name; afraid wait; half talk; mouth further; street/car side/walk her/self when/ever some/times; darkly friendly badly kindly slowly quickly nearly

**Preparation for reading**

Tell pupils that the story they will read is about a girl who moves into a different neighborhood and meets an elderly couple who live next door. Have them read the story to find out how Paula feels about her neighbors.

**Guiding the reading**

Although some groups may complete the story independently, teachers may prefer, because of the difficulty of the concept presented, to guide the reading page by page. The following is a suggested procedure.

recognize emotional reactions

After pages 70-71:

Have pupils note words or phrases the author uses to describe the neighborhood where Paula lives.

form sensory impressions

Check pupils' understanding of the word duplex.

Ask: How does Paula feel towards her neighbors? Why?

After page 72:

Ask: Why does Paula think Mrs. March would scare people if she came out on the sidewalk? How do you picture Mrs. March?
How do you picture Mr. March?
How do you know it's hard for Mr. March to do his shopping?
How do you picture him as he comes back?
How did Paula feel when Mr. March was late? How do you know?
Why did she get more and more worried?

After pages 73-74:

relate ideas to the unit theme

Ask: What did Paula learn when she brought Mr. March home?
Do you think Paula will feel any differently towards Mrs. March now?
Do you think Mrs. March will treat her differently?

Have pupils recognize that, although Paula had got to know Mr. March, she had made up her mind about Mrs. March without really knowing her. In discussing the last questions, try to have pupils see beyond a simple "happy-ever-after" ending to realize that Mrs. March will still suffer a great deal, will still interrupt Paula's conversations with Mr. March – and probably still will not want too much company. However, pupils should recognize that there is a possibility of a better understanding between Paula and her neighbor as they get to know each other.

# Activity 13

**Recognizing core vocabulary: early below both fine ice almost seem land send those remember mean against**

**Note:** *See Notes, Activity 13, Unit 58*

*Have you recorded your observations of one child's language today?*

recognize core vocabulary

1. Write the following words on the chalkboard and have them identified:
   fine ice seem land send mean

identify words with spelling patterns similar to core words

2. Write the following words that have similar spelling patterns and have them identified:

| | | | | |
|---|---|---|---|---|
| nice | hand | dine | lend | pine |
| mine | rice | sand | line | bean |
| band | bend | mice | lean | nine |

recognize core vocabulary

3. Write the following on the chalkboard:
   Almost without thinking, both seals dived below the ice. They remembered those sounds. Early in their lives they had learned there was safety below the ice from the dangers those sounds brought.

   Paula remembered how the mean old man leaned against the gate almost every day and scolded both children when they passed.

   Have pupils read the sentences silently and then identify the underlined words.

4. If there are any core words that pupils don't recognize readily, provide further exercises with those words similar to the ones in this activity.

recognize core vocabulary

interpret a story

answer questions

***Workbook* Follow-up, page 30: Reading a story**
**Answering questions**

Have pupils read the story and write answers to the questions.

When the work is complete, have them name each underlined word.

# Activity 14

**"Miklan Tells a Tale: The Pearls and the Pie" – Listening to a story**
**Forming sensory impressions – figurative and picturesque language**
**Understanding detail**
**Making inferences**

Tell pupils that you are going to read a story in which they meet a boy who "lived by his wits." Have them consider the meaning of the expression.

attend to a story

Read "Miklan Tells a Tale: The Pearls and the Pie" and have pupils consider the questions at the end of each section.

## MIKLAN TELLS A TALE: THE PEARLS AND THE PIE

The boy Miklan was king of the streets and took off his cap to no one, not even the Mayor of Nova-Silvana. Since he had as much family as gold in his pockets, he slept wherever he fancied: under the bridge, in the dairyman's cow shed, or in one of the wine merchant's empty barrels. He dined on what he could winkle or wheedle from the housewives, and always managed to come away with a choice morsel. He could whistle through his teeth, walk on his hands, and dance into trouble quicker than a monkey.

understand figurative and picturesque language

Have pupils comment briefly on the meaning of the underlined expressions.
Ask: How do you picture Miklan?

form sensory impressions

One night Miklan climbed the high belfry of the town hall and wrapped rags around the clapper of the bell. The deaf old bell-ringer never heard any difference, but that day the townspeople slept until noon, waking bewildered to find the morning gone. Another time, he rubbed onions on the Mayor's gold chain of office, and the Mayor astonished the Town Council, and especially himself, by bursting into tears while delivering a solemn address.

Anybody wanting the latest gossip had only to ask Miklan, who nosed out whatever was going on almost before it happened. If there was no news, his nimble tongue made up for the lack, for his store of tales and jokes had no end.

note details

make inferences

**Questions:**

What tricks did Miklan play? (Pupils may need help interpreting the reference to the bell-ringer.)
Does he behave as you expected after listening to the beginning of the story?
How do you think the people felt about his tricks?

Miklan's appetite was sharp as his wits, and he was always on the lookout for some tidbit he could set his teeth into. And so, one morning while hurrying past the shop of Bardash the baker, he stopped in his tracks. His mouth watered as he sniffed the aroma of fresh-baked plum pies, and he made up his mind he must have one of them. Better still, two.

However, no sooner did Miklan set foot inside the door, than Bardash snatched up a rolling pin and bellowed, "Out, you rascal! Last time, after you came in my shop, I missed a tray of frosted buns. And the time before, a dozen cherry tarts. And you, talking me into believing the cat ran off with them!"

"Now, Master Bardash," said Miklan, never taking his eyes off the row of pies cooling on the baker's rack, "you can't blame me for what your cat does."

"I couldn't," agreed the baker, "until I remembered I don't keep a cat."

"No cat?" exclaimed Miklan. "No wonder your shop's full of mice."

"How dare you!" shouted Bardash, his plump cheeks turning red under their dusting of flour. "There's not a mouse in my bakery! Be off, you scamp, or I'll mouse you with this rolling pin!"

recall details

recognize emotional reactions

**Questions:**

What trick had Miklan played on the baker? How did he get found out?
How did Bardash feel about being tricked?

"Very well," said Miklan, shrugging. "Do you want all your customers to come down with colic? Do you want people to call you Bardash the Poisoner? I was going to do you a favor. But never mind." He started out of the door.

"Come back here," ordered the baker. "What do you mean, Bardash the Poisoner?"

"Those plums in your pies," replied Miklan, "are you sure they were good? They weren't spoiled or sour?"

"Of course I'm sure," the baker answered. "They were the finest I've ever seen."

"How do you know?" asked Miklan. "Did you taste them?"

"I didn't need to," Bardash began. Then he paused a moment, frowning, and looked sharply at Miklan. "Wait a minute. You know something you aren't telling me."

"That," answered Miklan with a grin, "is true for sure."

"Then what's wrong with those plums?"

"Did I say there was anything wrong?" asked Miklan.

"You called me a poisoner, didn't you?" cried Bardash, more and more upset.

"Nothing of the kind," said Miklan. "I only asked if you wanted to be called one. In fact, I offered to do you a favor. You didn't taste those plums – you said it yourself. So you can't really be sure they were good or bad, sweet or sour, spoiled or ripe. Now there's nothing to do but taste the pies."

"Then so I will," declared Bardash. "I'll taste one this instant. I'll soon see whether it's good or not."

"Suppose it is?" Miklan said. "What about the others?"

"You don't think I'm going to cut a slice from every pie, do you?" said Bardash.

"How else can you tell?"

At this, Bardash held his bulging stomach and groaned, "Too much! I had six kippers, three bowls of oatmeal, and a loaf of raisin bread for my breakfast. I'll burst!"

"Yes, that's a danger," said Miklan. "So here's the favor I'll do for you: I'll taste your pies. Usually I charge a penny for pie-tasting service. But you're such a good fellow, in your case I'll do it for nothing."

make inferences

**Questions:**

What is Miklan up to now? Do you think it will work?
What did Miklan mean when Bardash said, "There's something you aren't telling me" and he answered, "That's true for sure"?

"Oho!" cried the baker, seizing Miklan by the ear. "Now I see your game. Little rogue! I warned you last time. If you tried once more to trick me out of my wares, I'd haul you off to the Mayor himself! He'll throw you in the lock-up! He'll put you in the stocks! Pies, is it? It will be bread and water for you!"

"Pie! Ow! Anything but that!" cried Miklan, struggling to pull free. Then he remembered one thing he knew about Bardash: the baker could resist a good story no more than he could keep his fingers from a bowl of whipped cream. So Miklan hurriedly called out, "Wait, wait! I'll strike a bargain with you. I'll trade you a tale. If you like it, you'll give me a pie. If you don't, then take me to the Mayor and let him lock me up."

The baker hesitated, and cocked an eye at Miklan. "A story, is it? Then it had better be a good one."

"You'll judge for yourself," said Miklan, finally slipping out of the baker's grasp and hopping onto the kneading table. He crossed his legs, pushed his cap to the back of his head, and began, "Once upon a time – "

"Hold on," broke in Bardash. "Not so fast. He who pays the piper calls the tune. I want a tale with something special to sweeten it. If I go to the tailor for a jacket, he cuts it as I choose. And you, you scamp, you'll do the same for my story. I want something important in it, something valuable: rings or jewels – "

"Or a necklace?" said Miklan. "What about, oh, a strand of gold with three pearls on it?"

"Not much of a necklace," grumbled the baker. "I want something fancier."

"Oh," Miklan hastily added, "I forgot to tell you. This was a very fine necklace. It had only three pearls, but they were the biggest, most perfect pearls in the world. As a matter of fact, the necklace was owned by a princess named Antonia."

"That's a little better," said Bardash. "But there must be something more."

"More?" cried Miklan. "You ask a lot of story for a little pie. I've given you Princess Antonia and her pearls. What else do you want?"

"I want," said the baker, thinking for a moment, "I want there to be a bird. Yes, a bird of some sort."

"Well," said Miklan, "how about a chicken?"

"No, no!" cried the baker. "Not some common barnyard fowl! You'll not put me off with a chicken."

"An eagle, then?"

"That's it!" the baker exclaimed. "An eagle, nothing less!"

"Have it your own way," said Miklan. "Very well. One day Princess Antonia was admiring her necklace. You can imagine how many rings and jewels she had. And necklaces by the barrel. But this was her favorite."

"Yes, yes," Bardash urged impatiently, "get on with it."

"As I was telling you," Miklan went on, "Antonia had just put down the necklace on her dressing table when, at that very moment, right through the window, in flew an eagle."

"Good heavens!" cried the baker in alarm. "That must have given her a start. She never should have left the window open. Too late! The eagle flew in. Then what?"

"Before Antonia could blink an eye," said Miklan, "that eagle snatched up the necklace in his talons."

"And then? And then?"

"After the eagle snatched up the necklace, he flew away with it," said Miklan. "Now let's have my pie."

"What?" roared Bardash. "That's all? To the Mayor with you! That's no kind of tale whatever!"

recall details

**Questions:**

Do you think Miklan knew the baker well?
Why does Miklan let the baker tell him what goes into the story?
What do they decide between them that it will be about?
Did Bardash like his story? Would you have liked it?

"It's your fault, not mine," said Miklan. "You wanted an eagle and you got an eagle. I can't help it if he flew off with Antonia's necklace."

"You'd better help it," warned the baker. "You put in something more. It can't just end with the eagle. Somebody has to get that necklace. How about a prince?"

"Oh, no," protested Miklan. "You have one princess; that's enough royalty for any tale."

"All right," said Bardash. "But I still want somebody else. In fact, I want him to be – a baker."

"A baker?" cried Miklan. "What's a baker doing in a tale like this?"

"That's for you to say," returned Bardash. "I want a baker."

"Well," sighed Miklan, "if that's what he has to be. His name? His name is – Carolus."

"You wouldn't want to call him, ah, Bardash?" the baker suggested.

"How can I, when his name is Carolus? Next, I suppose you'll want him to be brave, kind, clever – "

"Yes, just like me in my younger days," said Bardash.

"All right, then," said Miklan. "When the eagle was flying over the baker's shop, he dropped the necklace. And the necklace just happened to fall into one of the pies that Carolus was baking. A plum pie it was," Miklan added, "exactly like the ones you have here."

"And then?"

Miklan hesitated. He scratched his head and frowned, for once at a loss. Bardash had insisted on such a mixed-up mess. And Miklan feared he himself had made matters even worse. He had no idea what would happen next.

Bardash, meanwhile, impatiently tapped his foot. "Go on," he ordered. "Give me my story. If you don't – well, you know what's waiting for you."

— Lloyd Alexander

make inferences

**Questions:**

Why is there a baker in the story?
Why is Miklan worried about his story?
Do you think Miklan will be able to figure out what happened next? Why?
The baker calls Miklan a rascal, a rogue and a scamp. Do you agree with him?

understand figurative and picturesque language

Reread some of the sentences with underlined phrases and have pupils comment on the meaning of the underlined sections.
Tell pupils the story will continue another day – when Miklan has had time to figure out an ending.

# Activity 15

***Workbook*, page 31: Writing a story**

Have pupils recall "Clever Zena" (*Workbook* pages 19 and 24, Level 6) and the way she used her wits to solve her problems.
Have them compare Zena to Miklan, noting that both are clever, and well able to solve their problems.

**interpret pictures**

**develop vocabulary**

Have pupils study the introduction to the story on *Workbook* page 31 and the pictures that outline the sequence of events.
Have pupils suggest words that might be used to

- describe the fox as it creeps toward the hen house
- describe the fox as it runs away
- name and describe the object Zena created

List these on the chalkboard.

**write a story**

Tell pupils to reread the story beginning, then think carefully about the sequence of ideas in the pictures and complete the story on the lines provided.

**proofread a story**

Write the following on the chalkboard to guide pupils in proofreading the finished work:

- Did you start every sentence with a capital letter?
- Did you use periods and question marks where you needed them?
- If you used conversation in your story, did you use quotation marks?
- Did you check your spelling carefully?

**share stories pupils have written**

Have pupils read their completed stories to the group.
Encourage comments on good use of descriptive words and clear sequencing of ideas.

# Activity 16

**Using context to determine word meanings: definition or restatement**

Duplicate the following sentences for the pupils or have them on the chalkboard or on a transparency before the lesson begins:

(i) Roy was chasing Sandy when he heard a drone overhead. It was a humming sound, too steady for a bee but not loud enough for a plane.

(ii) The plane was an expensive one. Roy knew it cost more than he could afford.

(iii) The dogs had pulled the loaded komatik across the snow since early morning. Now, turned on its side, the big sleigh made a shelter for them.

(iv) Miklan asked questions about everything he saw. He was the most inquisitive boy you could ever meet.

(v) Early next morning they set out to scale the mountain. They had made up their minds they could climb to the top.

(vi) The otters rested and then started to romp again; they chased each other back and forth across the stream in a game of tag.

(vii) Myra had been painting the fence all morning, first one board, then the next, and the next. Up and down, up and down! "This job is so monotonous!" she said. "So dull!"

Tell pupils that a speaker or writer will often use a word that may be unfamiliar to the listener or reader – but often they will explain what the word means, or use a synonym to help the listener or reader understand it.

**use context to determine word meaning: definition or restatement**

Have pupils read each of the given sentences and tell how the author has explained the meaning of the underlined word. (Note that it is not necessary for pupils to be able to pronounce each word as long as the meaning is clear.) Have pupils circle the words that explain the underlined word.

In subsequent reading activities, direct attention to words for which an author has provided a definition.

# Activity 17

**"The Pearls and the Pie: Miklan Ends a Tale" – Listening to a story**
**Making inferences**
**Recalling details**

**review story details**

Have pupils recall the story being composed by Miklan and the predicament he was in when the story left off (Activity 14).
Proceed with the rest of the story, as in Activity 14.

### THE PEARLS AND THE PIE: MIKLAN ENDS A TALE

Instead of going on with the tale, Miklan suddenly clutched his throat. "Some drink!" he gasped. "All this story-telling has dried me out! A little milk to wet my Adam's apple, or I'll never speak again!"

Bardash, in his impatience to hear the rest of the tale, not only poured out a pitcherful of milk but added some eggs, honey, and even a sprinkle of cinnamon.

Miklan gratefully drained it all, then shook his head. "Too much liquid. It's all sloshing around inside of me, so I can hardly think. I must have something to soak it up. Raisin cookies are good for that; cherry tarts even better."

Eager to learn what happened next, the story-mad baker hurried to bring a tray of raisin cookies and another of tarts. He set them in front of Miklan, who popped these dainties so quickly into his mouth, they were gone almost before Bardash could turn around to fetch more.

"I feel a bit easier now," said Miklan, loosening his belt. "But you'd best fill that pitcher again, and have fresh pastries ready in case of emergency."

**make inferences**

**Questions:**

Has Miklan changed his ways?
How can you tell he knows Bardash very well?

"The story!" cried Bardash, doing as Miklan demanded. "On with it!"

"Oh, yes," said Miklan, between mouthfuls. "Well, Antonia's father, King Steffan, was furious when he learned his daughter had carelessly let an eagle fly off with her necklace; all the more since she was to have worn that necklace only on her wedding day.

"He told her, in fact, it was high time she married. Antonia answered saucily, that she'd sooner stay unwed. This made King Steffan angrier, and he vowed she would marry the first man, be he prince or be he pauper, who set foot inside the palace gate next morning."

"Poor Antonia!" exclaimed Bardash. "Why, you never know who might come to the palace."

"True," said Miklan. "But it so happened that the first man to pass through the gate was none other than the handsome young baker, Carolus. You see, the palace pastry cook had fallen sick, and there were no sweets for the King's supper. Carolus had been summoned to deliver one of his famous plum pies. So, by the King's vow, he was commanded to marry Antonia."

"Wonderful!" cried Bardash. "A fine young fellow! Antonia must have been delighted."

"Not at all," said Miklan. "And neither was Carolus. As much as Antonia had made up her mind never to marry, Carolus had made up his mind to stay a bachelor. You can imagine how dismayed he was to find himself hustled into the throne room, his pie still in his hands, and have King Steffan order him to marry the Princess. The King then left the two young people alone, while he put on his royal regalia to proclaim the wedding.

"Antonia was in tears, and Carolus wished he had never left his shop. But there was nothing either of them could do about the matter. 'Well,' said Carolus, 'it could be worse. I can see you're not overjoyed to have me as a husband, but, after all, I'm a good baker and that has to count for something. Here, taste a slice of pie. It will cheer you up.'

"Antonia had to admit the pie was delicious and even asked for a second helping. Carolus ate some, too. And the more they nibbled, the more they talked; and the more they talked, the fonder they became of each other. And soon Antonia began thinking Carolus might be just the husband for her. And Carolus began thinking Antonia would be just the wife for him. It was love at first sight. Or, you might say, love at first pie."

"I knew it!" exclaimed Bardash. "I was sure it would end well."

recall detail

**Question:**

How has Miklan solved the problem in his story?

"Not exactly," said Miklan, downing another handful of cookies and a long swallow of milk and honey. "Because King Steffan changed his mind. The more he thought about it, the more he realized he had only meant to teach his daughter a good lesson, and he wasn't really eager to have a baker in the royal family. So he came back and told Antonia she was free to stay single; and Carolus was free to leave.

"By that time, Antonia and Carolus had decided they couldn't live without each other. Antonia told her father she would hold him to his word, and King Steffan burst into fury once again.

"There was only one slice of pie left, and Antonia, seeing her father in such a temper, urged him to taste it. 'It's marvellously good,' she told him. 'Amazing how it brightens your spirits. You see how happy we are now.'

"Antonia so insisted that King Steffan finally had to take the slice of pie and impatiently crammed it into his mouth – hardly royal table manners, but he was too put out to care about that. He had scarcely taken a bite, though, when he crunched down on something hard. 'What's this?' roared the King. 'What sort of baker are you? You've left plum pits in this pie! I might have cracked my teeth on them!'

"Of course, it was Antonia's lost necklace," Miklan went on, after refreshing himself with the last cherry tart. "When King Steffan saw that, he took it as a sign that his daughter was indeed destined to marry Carolus. And so they were wed. Half the year they lived in the palace, the other half in the bake shop. On every anniversary of their wedding, Carolus baked a special plum pie and hid a little trinket in it for Antonia, to remind her what had brought them together. And they lived happily ever after."

"That's beautiful," murmured Bardash, wiping a tear from his eye. "Especially the part about the anniversaries."

"Is it worth a pie?" asked Miklan.

"It is," declared Bardash. "Fair is fair. You kept your bargain, I'll keep mine. Here, the pie is yours."

recall detail

make inferences

**Questions:**

What was the bargain Miklan made with Bardash?

Bardash said, "Fair is fair" – but how had Miklan tricked him?

"You're a prince among bakers," said Miklan; "I'll save it for later. This story-telling has been such hard work it seems to have taken the edge off my appetite."

With that, he cocked his cap on the side of his head, wished the baker a profitable day, and strutted from the shop, whistling through his teeth and twirling the pie on the tip of his finger.

Only later, when Bardash counted up how many eggs, pots of honey, pitchers of milk, and trays of pastries Miklan had eaten, the baker's sweet mood turned a bit sour, and he wryly muttered, "That scamp! That rogue! He tricked me again!"

By then, Miklan had vanished into the streets, and the pie had already vanished into Miklan.

—Lloyd Alexander

**Questions:**

What do you think will happen the next time Miklan comes to the bakeshop? Why?

(In answering the last question, pupils should consider whether Bardash and Miklan have really come to know each other – whether Miklan knows Bardash well enough to fool him again or Bardash knows Miklan well enough to catch on to his tricks.)

**Experience extension:** Have pupils dramatize the story that Miklan told. You may want to tape just the "story" part of "Miklan Tells a Tale" and have pupils listen to it and then dramatize it.

*Good for you!*

# Activity 18

***Workbook,* page 32: Assessment—Recognizing core vocabulary, Units 58-60**

Use *Workbook,* page 32, first in a teacher-directed exercise and then as an independent activity.
Provide each pupil with a marker.

**recognize core vocabulary**

In each of sentences 1-14 have pupils underline one word and circle another. Allow adequate time for this, but remember core vocabulary must be recognized quickly.

| Sentence | Underline | Circle |
|---|---|---|
| 1 | ice | land |
| 2 | every | let |
| 3 | remember | books |
| 4 | bird | read |
| 5 | against | wing |
| 6 | special | wish |
| 7 | box | above |
| 8 | close | sing |
| 9 | almost | hand |
| 10 | below | early |
| 11 | food | sure |
| 12 | head | hands |
| 13 | instead | or |
| 14 | even | seem |

Provide further exercises with any words pupils do not recognize readily.

**answer questions**

Have pupils complete the exercise independently, circling yes or no to answer the questions and then doing the "Fun with Words" section.

# Activity 19

**Developing vocabulary – synonyms**
**words to replace said**

**develop vocabulary – synonyms**

1. Review the meaning of the word synonym. Say each of the following sentences and have pupils give a synonym for the underlined word.
   The child tumbled off the bike onto the sidewalk.
   A tiny beetle scurried along the walk.
   The lace on the dress was very delicate.
   Nadia is always cheerful.
   The plant had a strange odor.
   The ground is level here.

2. Point out that sometimes when we use a synonym we change the meaning of the sentence slightly.
   Say each of the following pairs of sentences and have pupils (i) identify the synonyms and (ii) tell how they differ in meaning.
   The baker was angry about Miklan's trick.
   The baker was furious about Miklan's trick.

   There is an old house on the corner.
   There is an ancient house on the corner.

The story was funny.
The story was hilarious.

The horse galloped swiftly over the prairie.
The horse galloped quickly over the prairie.

3. On the chalkboard write:
   "Look at this," said the man.
   Point out that there are many words that we use to replace said – and that these words often change the meaning of the sentence.
   Substitute whispered, shouted, screamed for said in the sentence and have pupils comment on the change in the meaning.

develop vocabulary – words to replace said

4. Tell pupils that we choose words to use instead of said to suit the meaning and feeling of the speaker.
   Have them suggest words to use:
   - –when a question is being answered (said, replied, answered)
   - –when a question is being asked (said, asked, wondered, questioned)
   - –when the speaker is angry (said, shouted, raged, stormed)
   - –when the speaker is frightened (said, gasped, screamed, groaned)
   - –when the speaker is very sick (said, moaned, sobbed, sighed)

   and so on.
   In each case discuss the kind of situation in which each word would be used.

5. Have each pupil choose a storybook that has a lot of conversation in it and skim it to record the words the author uses as substitutes for said.

6. Make a chart of these words for pupils to use when they are writing.

**Checking achievement**

Do pupils
- –use generalizations to divide words into syllables?
- –recognize the schwa sound?
- –understand words formed by adding the suffixes -ness, -less, -ful?
- –give synonyms for familiar words?
- –express several ideas in one sentence?
- –choose appropriate words to describe an emotional reaction?

Can pupils
- –listen and respond to their peers during a discussion?
- –express their ideas effectively through oral language?
- –react to ideas as they read or listen?
- –recognize emotional reactions of story characters?
- –form sensory impressions as they read or listen?
- –proofread their written work effectively?
- –recognize the unit core vocabulary?
- –use context to determine word meanings when reading or listening?

# Spelling

## Unit Words

| | | | | |
|---|---|---|---|---|
| or | store | work | football | sometime |
| storm | score | world | baseball | another |
| born | before | grandmother | birthday | upon |
| morning | door | grandfather | nobody | outside |
| horse | four | | | |

## Spelling Activity 1

1. On the chalkboard write: for corn cord
   Pronounce each word.
   Have pupils note the sound represented by or, and copy the words.

or morning
storm born

2. Dictate the words at the left.
   Write the words on the chalkboard and have pupils check their spelling.

horn worn
torn scorn

3. Dictate the words at the left to extend the spelling list.

4. Write: more core bore
   Pronounce each word.
   Have pupils note that sometimes ore represents the same sound as or.

store score
before horse

5. Dictate the words to the left.

door four
work world

6. Use the WSP with the words at the left.

7. Dictate the following sentences:
   Go to work at the store.
   Get four maps of the world.
   Did the horse like the storm?

ore sore
for snore
core chore

8. Dictate the words at the left to extend the spelling list.

***Workbook* Follow-up: page S11**

Have pupils complete the page independently.
Check the completed work with them.

## Spelling Activity 2

1. Dictate the following sentences:
   Ride a horse or a pony to work.
   Try to score before the game ends.
   Close the door before the storm.
   The baby horse was born in the morning.
   Take a trip around the world.
   Under your supervision, have pupils check the writing.
   Note words that pupils misspelled and provide follow-up instruction.
2. Have pupils write sentences with: morning store world

## Spelling Activity 3

football
baseball
birthday
sometime
grandmother
grandfather
nobody
another
upon
outside

1. Write the words at the left on the chalkboard. Have them identified as compound words and review the meaning of the term. Pupils should recognize that a compound word is one that has two root words, both of which contribute to the meaning of the compound word.
2. Have pupils underline the two words that make up each of the compounds, then, in their notebooks, write each word and its root. (For example: football – foot ball)

***Workbook* Follow-up: page S12**

Have each pupil complete the page independently and then check the answers with a classmate.

## Spelling Activity 4

1. Review the concept of compound words.
   Tell pupils that some words are used in several compound words.
2. Write any on the chalkboard and have pupils write as many compound words as they can, using it as one root word. (anytime, anything, anyone, anywhere, anybody)
   Write pupils' words on the chalkboard and have them check their spelling.
3. Repeat procedure 2 with some. (sometimes, someone, something, somewhere, someplace, somebody)
4. Repeat procedure 2 with mail. (mailbox, airmail, mailbag)
5. Dictate the following sentences:
   Nobody went outside this morning.
   We will play baseball another day.

***Workbook* Follow-up: page S13**

Have pupils complete the page independently.
On the chalkboard develop a composite list of all the compound words pupils made.
Have pupils put a check mark on each word on their lists as it is written on the board, or add it if they have not written it.

## Spelling Activity 5

1. Dictate the following sentences:
   Nobody went to the store in the storm.
   My grandfather sent me a birthday surprise.
   It is hard work to score four goals.
   Turn the horse and go home before the storm.
   Were the football players here?

2. Have pupils write sentences with the following words:
   world work another birthday

***Workbook* Follow-up: page S14**

Have pupils write the paragraphs, using the words below the pictures. After pupils have finished their writing, have them proofread their paragraphs. Have pupils go through the check list at the bottom of the page and, when they feel they can answer "yes," put a check mark in the box beside each question.

## Spelling Activity 6

Use the WSP with any list words pupils have had difficulty spelling in the workbook exercises or sentence dictations in the unit activities.

## Spelling Activity 7

Use *Workbook*, page S15.

Have pupils complete the page independently.
Discuss the completed exercise with the group.

## Spelling Activity 8

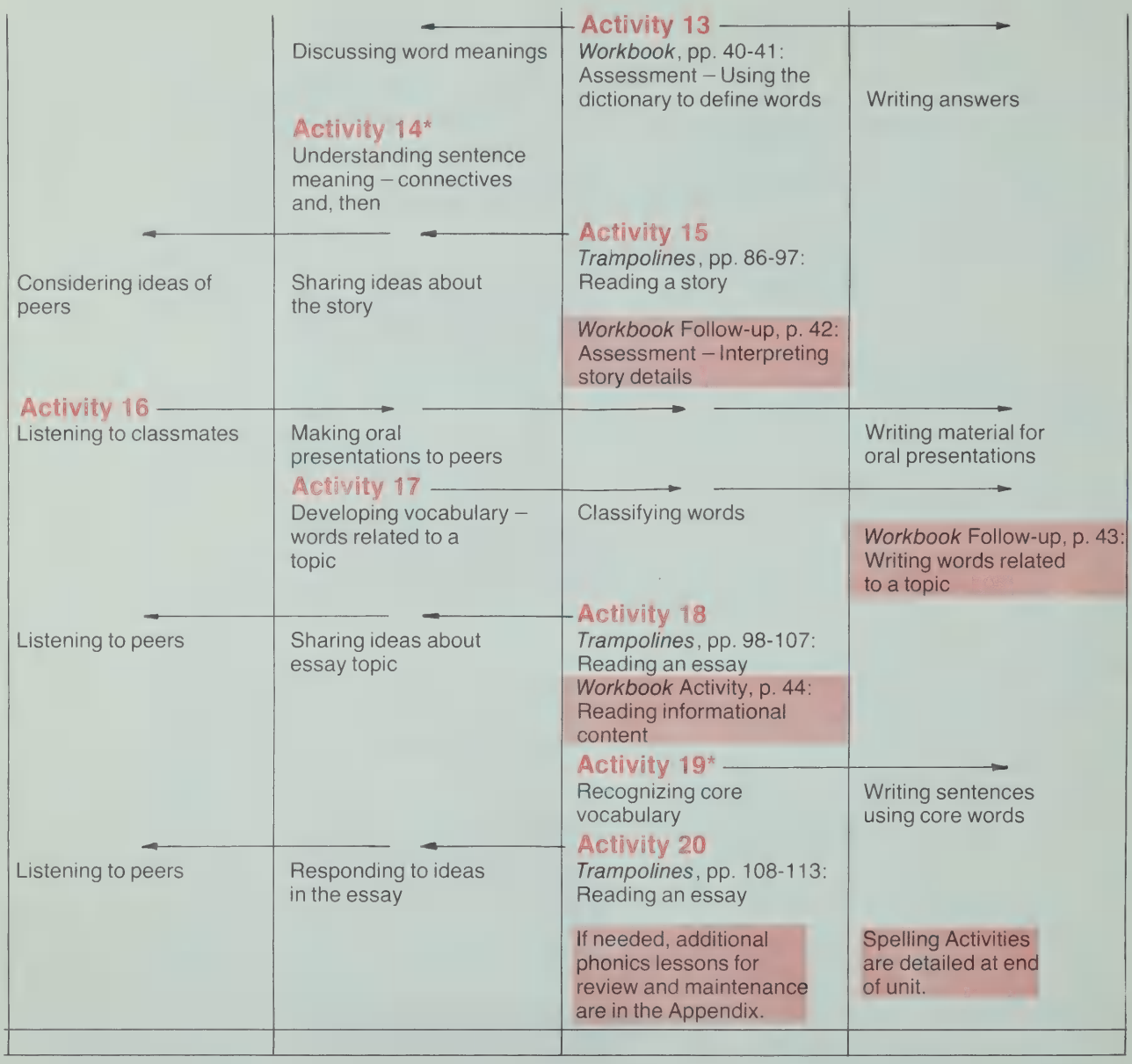
**Assessment**

Use the assessment procedure set out in Spelling Activity 8, Unit 58, and Spelling Activity 7, Unit 59, with the Unit words at the left.

or
storm
score
door
work
horse
born
store
four
world
grandfather
grandmother
morning
football
baseball
birthday
sometime
nobody
another
outside
upon
before

# Unit 61 Theme: Living in Canada

| LISTENING | SPEAKING | READING | WRITING |
|---|---|---|---|
| | | **Activity 1*** *Trampolines*, p. 75: Reading a poem | |
| Considering ideas of classmates | Discussing unit theme | | |
| **Activity 2** Listening to a story | Sharing ideas about the story and unit theme | | |
| | | *Workbook* Activity, p. 33: Using context to derive word meanings | |
| **Activity 3*** Recognizing accent – auditory | | Recognizing syllables – visual | |
| | | **Activity 4** *Trampolines*, pp. 76-77: Interpreting pictures | |
| Listening to peers | Sharing ideas about topic and unit theme | | |
| | | *Workbook* Activity, pp. 34-35: Reading informational content | Writing answers |
| **Activity 5*** Recognizing the schwa sound | | | |
| | | | **Activity 6** Writing a report |
| Considering ideas of peers | Organizing details | Reading factual material orally | |
| | | **Activity 7** *Trampolines*, pp. 78-83: Reading an essay | |
| Listening to peers | Reacting to ideas in an essay<br>Playing a game | | |
| | | *Workbook* Activity, pp. 36-37: Interpreting directions for a game | |
| | | **Activity 8** | |
| | Discussing alphabetical order, guide words, entry words | Locating words in a dictionary | |
| | | *Workbook* Follow-up, p. 38: Assessment – Using dictionary guide words | Writing words |
| | | **Activity 9*** | |
| Recognizing syllables | | Identifying syllables | |
| **Activity 10** Listening to a poem | Discussing sensory impressions | | |
| | | *Workbook* Activity, p. 39: Reading informational content | |
| | **Activity 11*** | | |
| Listening to peers | Evaluating group discussions | | |
| | | **Activity 12** | |
| Considering ideas of peers | Discussing photographs | *Trampolines*, pp. 84-85: Reading an essay | |




## INDEPENDENT ACTIVITIES

1. Have pupils read library books and prepare brief reports for presentation to the group. The reports should take a number of forms, for example:
   - making an illustrated book jacket
   - writing a paragraph about the character they liked best
   - drawing a series of pictures about the most fascinating (exciting, mysterious, scary, humorous) part of the book
   - comparing the characters in two books
   - pantomiming an episode
   - making paper-bag puppets of the characters
   - painting a mural about an episode

2. Have pupils work in small groups to prepare a collage that presents ideas about the unit theme, Living in Canada. Suggested topics: farms and farming activities; Canadian holidays; Canadian cities; wintertime activities; summertime activities; special events, such as fairs, sports activities; means of transportation in different parts of the country.

3. After Activity 9, have pupils find information about beet sugar, cane sugar, and maple sugar.

4. Have pupils suggest topics for independent group discussions. Have them discuss their choice of topics and report the results of their discussion.

5. Have pupils write different kinds of stories – tall tales, realistic, adventure, mystery, humorous stories.

6. After reading "Connie Catches a Fish," have pupils prepare personal reports about things they do to help in family work.

7. Provide pupils with sentence patterns. Have them expand the sentences, using the procedures described in the various unit Activities on sentence elaboration.

8. Have pupils make a collection of passages containing unfamiliar words. Have pupils jot down their ideas (in words or pictures) about the unfamiliar words. Provide time for pupils to share their collection and discuss the unfamiliar words with the group.

9. Have pupils work in pairs to review alphabetical order and locate words in the dictionary.

10. Have pupils work in pairs to dictate spelling words from the instructional lists and personal lists.

11. After reading "Kristli and the River," have pupils write stories about other predicaments Kristli might get into. Have pupils develop conversations between Kristli and the little voice inside him. Suggested situations:
    - –Kristli and his friend cut their initials in an old building
    - –Kristli doesn't want to go to school
    - –Kristli gets lost when the family goes to the farmers' market

12. Have pupils make collections of different expressions that people use. Suggestions:
    - –ways of saying "hello," "good-bye"
    - –different names for grocery stores
    - –different pronunciation of words, for example: creek */crēk/*, */crik/*

## BOOKS TO READ

1. *Regional Studies of Canada*, N.V. Scarfe, D.M. and G.S. Tomkins (Gage)
   Individual studies that include Alberta, the Atlantic Provinces, British Columbia, Manitoba, North of Sixty, Northern Ontario, Quebec, Saskatchewan, and Southern Ontario.

2. *Ginn Sample Studies of Canada* (Ginn)
   Twenty booklets that show different industries and resources in Canada, for example, a Forest Industry at Port Alberni, Making Steel in Hamilton, Sardine Fishing and Canning in New Brunswick.

3. *Sea and Cedar*, Lois McConkey (J.J. Douglas Ltd.)
   All about how the Northwest Coast Indians lived.

4. *Story of Canada*, Elizabeth Barclay (Pagurian)

5. *Owls in the Family*, Farley Mowat (Little)
   Unusual things happen when a little boy has unusual pets.

6. *Women at Work*, Beverly Allinson and Judith Lawrence (Heath)
   A series based on the careers of real women: "Ellie Sells Fish," "Doctor Mary's Animals," "Maryon Makes Shapes," and "Myra Builds a Home."

7. *Kristli's Trees*, Mabel Dunham (McClelland)
   Seven-year-old Kristli lives on a farm in the Mennonite community near St. Jacobs, Ontario.

8. *Mary of Mile 18*, Ann Blades (Tundra)
   Mary's story is also set in a Mennonite community, this one in the backwoods of British Columbia.

9. *Normie's Moose Hunt*, V. Cowell (Copp)
   A Cree Indian boy and his family go moose hunting.

# Activity 1*

***Trampolines*, page 75: Reading a poem – "July 1"**

**Interpretation skill:** Forming sensory impressions

*Pupils should be guided in identifying words that convey auditory and visual impressions. In addition, pupils should be encouraged to relate these sensory impressions to their own experiences and to use precise vocabulary to describe these experiences.*

use Contents page

relate personal experience to topic of poem

read a poem

form sensory impressions

Have pupils locate title on Contents page. Have them tell what is significant about July 1.
Have pupils turn to "July 1," page 75.
Read the poem aloud. Have pupils follow in their books and note visual and auditory images. Ask questions such as the following:

**Questions:**

Why is the poem titled "July 1"?
What sounds does the rocket make when it takes off?
What can you see in the sky when the rocket takes off?
How far does the poet want his rocket to go?
What happens to the rocket?
What sounds does the rocket make when it explodes?
What colors does the explosion make?

Have pupils read the poem silently.
Have them describe what they imagine when they read:

–a shower of sparks
–ribbon of gold
–See it dive at a frightening rate!
–a volcano of light
–the black of the night

discuss unit theme

Have pupils describe July 1 celebrations that they have attended or viewed on television. Have them recall that sometimes people in these celebrations dressed like Canadian pioneers or in costumes from their former homelands. Have pupils identify some countries from which Canadians have come. Have pupils describe and illustrate the Canadian flag. Have them suggest things they would like to do to celebrate their country's birthday.

**Experience extensions:**

1. Have pupils write their own versions of the poem "July 1."
2. Have pupils plan a July 1 parade or pageant. Have them consider things about living in Canada that could be recognized in such a presentation – kinds of work, special tourist attractions, interesting people, and so on.

# Activity 2

**"Heather and the Maple Leaf": Listening to a story**
**Sensing emotional reactions**
**Making inferences**

recall discussion ideas

Have pupils recall the ideas they discussed in Activity 1 about July 1 and living in Canada.

Tell them that the story they will hear is about a girl and her mother who return to Scotland for a visit. Point out Scotland on a map of the world.

attend to a story

Have pupils listen to find out how Heather feels about living in Canada.

Read "Heather and the Maple Leaf."

## HEATHER AND THE MAPLE LEAF

Toronto airport was busy. Everyone seemed to be going somewhere. Heather fought back tears as she hastily embraced her father and prepared to board the plane with her mother.

It was not Heather's first air trip. But she had been too young to remember being carried off the plane when her parents emigrated to Canada. They had settled in Hamilton, Ontario, which was a coincidence, because Hamilton was the name of the town in Scotland where Heather was born.

Heather's father had always liked his adopted land, but her mother had pined for her relatives and friends in faraway Scotland. Finally, after years of homesickness, she was returning home for a summer vacation.

Heather had a moment of panic as she climbed aboard the jet with her mother. "What if Mom decided not to come back to Canada?" she thought. "What would I do?"

At Prestwick Airport, while her mother laughed and cried at the same time, Heather was hugged and kissed by an army of strangers, all of them delighted with her Canadian accent. Amid a chorus of approval, she heard someone say that she was "a bonnie wee lassie and the spitting image of her mother." Heather had never known such attention. They crowded around her like an accident scene! Finally, she was whisked into a waiting car to begin the ride to her grandfather's house.

**Questions:**

sense emotional reactions

Why did Heather's mother want to go to Scotland?

Why did Heather feel upset as she got aboard the plane with her mother?

make inferences

Why did Heather's relatives make such a fuss over her?

Heather and her grandfather became fast friends. He teased her a lot. He kept insisting that "stores" were "shops"; "candies" were "sweeties"; a "truck" was a "lorry"; the "sidewalk" was the "pavement"; and that she was on "holiday" instead of "vacation." When Heather told him that everyone in Scotland drove on the wrong side of the street, he roared with laughter.

They went on many sightseeing tours together. Once they stood patiently beside Loch Ness waiting for the monster to appear. Heather finally gave up. "The monster's a big phony!" she declared as they filed into the bus for the journey home.

A few shocked Scots voiced their disapproval at her remark. Her grandfather stared at her in disbelief. "Ye didnae see it?" he asked seriously.

Heather shook her head. "You're kidding me, Grandfather," she laughed.

"I'm no, lassie," he protested. "Nessie canna appear to folk who dinna believe!"

Heather didn't know what to believe. She stumbled to the rear of the bus away from the frowning Scots.

**Questions:**

How do you know that Heather and her grandfather got along well together?

How did Heather feel about the Loch Ness monster?

Why were the passengers on the bus shocked at what Heather said?

The following week, Heather went with her mother to visit her aunt – her mother's widowed sister, who lived on an island in the Outer Hebrides off the northwest coast of Scotland. It was late when their boat reached its destination. Heather's mother leaned over the rail, her eyes searching the pier. Suddenly she began to wave, then inched her way towards the gangplank, with Heather close behind.

Everyone embraced. Heather felt a wet cheek brush hers as she was introduced to her Aunt Flora and cousin Jean.

Jean smiled at Heather. Then she looked down. "Angus!" she said sternly to the Scotch terrier yapping at their feet. "Behave yourself!"

The ride to Aunt Flora's thatched cottage was a happy one. When Mr. MacDonald, the taxi driver, complained bitterly about the intrusion of another car on the deserted road, Heather laughed and tried to described downtown Hamilton, Ontario, during the rush hour.

Suddenly she stopped laughing. "What's that awful smell?" she asked, holding her nose.

"That's peat," replied Aunt Flora, and explained that the islanders used peat moss to heat their cottages.

"Well, for Pete's sake close the car window!" gasped Heather, amid peals of laughter.

Heather soon got used to the aroma drifting from the chimneys. When Aunt Flora employed Mr. MacDonald to cut some fuel from the bog, Heather and Jean piled the peat in neat, small bales behind the cottage for the coming winter.

Jean and Heather roamed the island together, with Angus never far behind. Sometimes they would bump into Mr. MacDonald gathering shells to make gifts for his souvenir shop. Other times he would wave to them from behind the wheel of the once-a-day bus.

One day, Angus ran after the bus, barking, and Jean yelled something at him in Gaelic. The dog knew that he was in trouble and disappeared for a few hours. He was the only bilingual dog that Heather had ever met!

Jean taught Heather a few words in Gaelic. So when the friendly islanders would greet her with "Tha e breath" ("It is fine"), Heather would repeat the greeting. And when they would ask, "Ciamar a Tha?" ("How are you?"), she would reply, "Tha gu math," which means "I am well."

Heather loved the wind-blown island, and she wanted to remember it. She had her photo taken gathering heather from purple-shawled hills, riding a Shetland pony, chasing sheep, and having a conversation with a shaggy Highland cow.

But soon it was time to say good-bye: to Angus, sadly whimpering; to Aunt Flora, asking, "Will ye no come back again?"; to Mr. MacDonald, standing beside his car; and finally to Jean, shyly handing her a sprig of heather and extracting the promise of a maple leaf when Heather returned to Canada.

Heather brushed away her tears. She turned quickly and ran up the gangplank.

Heather and her grandfather went on more sightseeing tours. One day a strange thing happened. After a visit to Robert Burns' cottage, Heather suddenly longed for their summer cottage up north in Ontario. She wished that she could go for a swim in Lake Huron with her dad. Heather loved her grandfather, but she missed her dad. Then she began to miss her Canadian friends.

One day she felt an arm around her shoulder. "Heather," her mother said, "don't you think it's about time we went home?"

**Questions:**

What things on the island were new to Heather?
What things tell you that Heather enjoyed her visit to the island?
Why did Heather want to come home?

A few weeks later, on a windy October day, Heather walked proudly between her parents down Hess Street in Hamilton, Ontario. Usually, the falling leaves made her feel sad, but today it seemed right that they should rain down on her, as though to honor the occasion.

Heather bent down to pick up a maple leaf and was soon absorbed in the magic of its autumn colors. "I'll keep this one for Jean," she thought, carefully placing it between the pages of the book that she was carrying. "She'll like this one."

Her parents' call made her run to catch up. She laced her arms through theirs, and they continued their journey towards the Federal Building on Main Street.

Heather's heart skipped a beat as she entered the impressive structure with the massive brass doors. She heard her father say, "Fourth floor, please," and in no time she was standing outside a door with "Court of Canadian Citizenship" written across it. Heather swallowed hard. "Only a few more steps," she thought, "and we will be Canadians!"

Her father held the door open. Heather glanced at her mother. She was smiling. Heather was finally HOME!

—Margaret Saunders

relate personal experience to unit theme

**Questions:**

Where were Heather and her parents going? Why?
How did Heather feel about getting her Canadian citizenship?

Have pupils note that many Canadians once lived in other countries and chose to make Canada their home.
Have them identify countries from which they themselves or people they know have come. Have them consider why people from other countries choose to live in Canada.
Have them tell what they think is special about living in Canada.

**use context cues to give word meanings**

In another lesson period, reread the sentences with underlined words. Guide pupils in the use of context cues to give word meanings.

embraced

Heather fought back tears as she hastily embraced her father and prepared to board the plane with her mother.

Ask: Was Heather's father going on the trip?
What do people often do when they say good-bye to someone they love?
What other words can you use to explain the word embraced?
(hugged, squeezed, held close)

emigrated

It was not Heather's first air trip. But she had been too young to remember being carried off the plane when her parents emigrated to Canada.

Ask: Had Heather's parents always lived in Canada?
Where had they lived before?
What other words can you use to explain the word emigrated?
(moved, came, settled in)

pined

Heather's father had always liked his adopted land, but her mother pined for her relatives and friends in faraway Scotland. Finally, after years of homesickness, she was returning home for a summer vacation.

Ask: Was Heather's mother happy in Canada?
Why was her mother homesick?
What other words can you use to explain the words pined for?
(longed for, missed, was homesick for)

**Extra teaching:** For pupils who need additional instruction, use the words that are circled in the selection.

**Experience extensions:**

1. Have pupils make a chart, listing the names of people they know and the countries from which the people come.
2. On an outline map of the world, have pupils mark countries where people they know lived before coming to Canada.

***Workbook* Activity, page 33: Using context cues to define words**

**use context cues to define words**

Have pupils read the sentences and note the underlined words. Have them place an X in the box beside the word that explains the underlined word.

# Activity 3*

**Recognizing accent**

1. Have the following words on the chalkboard:

| | | |
|---|---|---|
| sneakers | giraffe | hotel |
| tanning | cabin | person |
| caboose | return | trouble |

define term "accent"

Have pupils review the term "accent."

identify syllables

identify accented syllable

Have pupils:
- –pronounce each word
- –tell the number of syllables
- –identify the accented syllable

2. In another lesson period, provide additional practice for pupils who require it. Repeat the procedure used in step 1 with these words:

| | | | |
|---|---|---|---|
| message | perform | lemon | patter |
| delight | carriage | lion | excite |
| meter | suppose | relate | baby |
| going | dinner | mother | cookie |

**Note:** *If pupils have difficulty deciding which is the accented syllable, pronounce the word twice – with the accent on the first syllable and then on the second syllable.*

# Activity 4

***Trampolines*, pages 76-77: Interpreting pictures – "Farms of Canada"**

relate personal experience

**Present the title**

Have pupils describe farms with which they are familiar.

**Note:** *The farms shown in the photographs are:*

*page 76*

*Top photo: Apple orchards, Okanagan Valley, British Columbia*
*Centre photo: Grain harvesting, Saskatchewan*
*Bottom photo: Farm fields and buildings, New Brunswick*

*page 77*

*Top photo: Cattle on farm, Ile d'Orléans, Québec*
*Centre photo: Beef cattle, Cowley, Alberta*
*Bottom photo: Potato field, Prince Edward Island*

*Have you recorded your observations of one child's language today?*

interpret photographs

Have pupils study the photographs on pages 76 and 77. Identify the farms and their locations. Guide the discussion, using questions such as the following:

Which farms do you think are the largest? Why?
Which photograph has a machine at work? What kind of machine is it?
Which kind of farm would use the biggest machines?
How do you think the ranch at Cowley, Alberta, would be different from the Québec and New Brunswick farms that raise cattle?

On a map of Canada, point out the locations of the scenes shown in the photographs.

relate topic to unit theme

Extend the discussion of farms in Canada by having pupils consider questions such as the following:

What kinds of fruit are grown in orchards in Canada?
What other fruit-growing areas are there in Canada? (Niagara Peninsula, Ontario; Annapolis Valley, Nova Scotia)
What kinds of grains are grown on farms?
What kinds of animals are raised on farms?

**Experience extension:** Have pupils prepare short written reports on farming in Canada. Have them find pictures of machinery used in the farming operations and make a bulletin-board display.

read informational content

interpret details

write answers

***Workbook* Activity, pages 34-35: Reading informational content Interpreting details**

Discuss the introductory paragraph with pupils.
Have them read the paragraphs and write answers to the questions.
Discuss the exercise with pupils.

# Activity 5*

**Recognizing the schwa sound represented by vowel letters a, e, i, o, u**

identify accented syllable

Have pupils listen for the accented syllable as you pronounce the following words:

| | | | |
|---|---|---|---|
| problem | denim | listen | neglect |
| April | reply | invent | loyal |
| compel | amaze | column | prefer |
| demon | robot | robin | frighten |

Write the words on the chalkboard in syllables and mark the accented syllable.

Have pupils listen for the unaccented syllable as you pronounce the words again.

identify schwa sound

Have pupils note that the vowel sound is the same in each unaccented syllable.

review term "schwa"

Have pupils review the term "schwa." Have them note that the schwa sound is represented by all five vowel letters.

# Activity 6

**Writing a group composition – report**

Select a topic that is familiar to the pupils and related to the unit theme, Living in Canada. For example: working in Canada – farming, fishing, lumbering, mining, and so on; people who live in Canada – different cultural groups represented in the class or community.

dictate words related to a topic

Write the topic on the chalkboard. Have pupils dictate words that they associate with the topic.

**Note:** *Let pupils brainstorm and record all the words and expressions that they think of in relation to the topic. This kind of activity should produce an array of content from which the best ideas can be selected for development in a report. You may wish to have some groups prepare their lists independently. After they have prepared their lists, direct them in classifying the information and organizing the details. In many instances you will find it necessary to have pupils limit the topic so that they are able to present information with some depth and substance. Guide pupils in recognizing that quality of ideas is more important than quantity and in realizing that they may not have enough information to develop the topic effectively.*

define topic

organize details

Direct pupils' study of the word lists, focussing attention on:

- classification of the ideas
- classifications that are too broad and need to be defined more precisely
- classifications that are too narrow because pupils do not have information necessary to consider the idea effectively
- sequence of ideas

record main idea and supporting details

Guide pupils in identifying main ideas and supporting details.
Write the headings on the chalkboard.
Have pupils dictate the supporting details for each heading.

dictate a report

Have pupils state the supporting details in sentence form.

Have pupils read the completed composition.

**Note:** *With some groups, you may wish to have pupils write the compositions independently. Be sure pupils understand that they are to record the supporting details in sentence form. Remind them to check spelling and punctuation carefully. Discuss the completed composition with pupils.*

compare forms of written expression – report and story

Have pupils note some ways in which a report differs from a story:

- report is factual; story may or may not be based on true situations
- report gives information; story entertains
- story usually has characters and conversation

write individual reports

In another lesson period, have pupils write individual reports. Have them review the steps in preparing a report. Have pupils select their own topics or assign one of the following:

Growing your own garden
Interesting things to see in our community
A visit to the Rocky Mountains
A visit to the ocean
Camping

**proofread**

Provide individual assistance during the writing.

**read a report**

Have pupils proofread their reports.
Have them share their reports by reading them orally to the group.

# Activity 7

***Trampolines*, pages 78-83: Reading an essay – "Connie Catches a Fish"**

**Interpretation skills:** Relating picture and text
Understanding details

Relating picture and text. *Readers should recognize that visual aids clarify and elaborate information given in the text. They should be guided in noting different kinds of visual aids (photographs, diagrams, illustrations) and in identifying different elements contained in each kind of visual aid. Readers should also recognize that visual aids and accompanying text must be studied together.*

Understanding details. *The details that readers are required to note or recall should be related to the reader's purpose. In this selection, pupils should understand the details that make weir fishing unique. To do this, pupils will have to study both visual aids and text.*

**Core Vocabulary**
**Unit** – sit clothes since bed men today large
**Review** – straight different sure against holds

**Application of known phonic and structural principles**
over/head fisher/man some/one in/side sun/rise
some/times sea/weed

**Preparation for reading**

**use Contents page**

Have pupils locate the title on the Contents page, then turn to page 78.

On a map of Canada, show pupils the Bay of Fundy and the village of Harbourville, Nova Scotia.

**recall details**

Have pupils recall the selection "Different Ways of Catching Fish," *Workbook*, pages 34-35. Tell them that the selection they will read describes another way of catching fish.

**note essay form**

Have pupils note the form of the essay and review the importance of studying both pictures and text.

**relate picture and text**

**Guiding the reading**

**recognize main idea and supporting details**

Direct pupils' study of the essay, page by page.
Have pupils study the text and illustrations on pages 78 and 79 and establish the maritime setting for the selection. Ask questions such as:

*During a discussion, do you observe the listening behavior of your pupils?*

pages 78-79

What is a harbor?
Why are the boats sitting on bare ground?
Why is the Bay of Fundy famous? (Discuss "tides" in some detail with pupils to whom the concept is new.)
What happens when the tide comes in? when it goes out?
How is Connie's father different from other fishermen?

Have pupils study the illustration of the weir (on page 79) and note what a weir is made from. Ask:

When is there water in the weir?
Is the water deep? How do you know?
What can you see in a weir when the tide is out?

page 80

How are fish trapped in a weir?
Why can't the fish find the opening and escape?

page 81

Why does Connie find every trip to the weir exciting?
What kinds of fish are caught in the weir?

pages 82-83

When can the fishermen enter the weir?
How are the people dressed? Why?
Why do the tourists like to watch Connie?

**relate essay to unit theme**

Have pupils relate the topic of the essay to the unit theme, Living in Canada.

Ask: In what parts of Canada do people fish for a living?
What kinds of fish are caught?

Have pupils relate personal experiences about fishing.

**_Workbook_ Activity, pages 36-37: Following directions for a game**
**Playing a game**

**follow directions for a game**

Have pupils play the game according to the directions given in the *Workbook*.

**Note:** *When pupils have completed* Workbook, *page 38, you may wish to have them remove pages 36 and 37 from their workbooks and mount the game pages on cardboard.*

**Experience extensions:**

1. Have pupils recall the tall tales they wrote in Level 6 and review the characteristics of tall tales. Tell them that sometimes people tell tall tales about the fish they have caught (or lost). These are called "fish stories." Have pupils write some fish stories.
2. Have pupils work in groups to find information about different kinds of fish (for example, salmon, cod, lobster, trout) and report to the class. Provide pupils with direction about the kind of information they should find and where they should look for it (appearance, habits, food).
3. Have pupils compare a series of pictures showing different ways of catching fish (for example, hook and line, ice fishing, net fishing).
4. If pupils are curious about the weir, some might like to make a model of this type of fish trap.

# Activity 8

**Locating words in the dictionary**
**Using guide words and entry words**

review alphabetizing beyond first letter

identify alphabetical order

dictate words in alphabetical order

1. Have the following pairs of words on the chalkboard or an overhead transparency:

| | | | |
|---|---|---|---|
| cheese | couch | people | parrot |
| dragon | dog | stand | spell |
| mix | mouth | train | turn |

Have pupils review briefly the idea of alphabetizing beyond the first letter of a word.

Have them tell which word in each pair would come first in alphabetical order.

For the pairs that are now in alphabetical order, have pupils give a third word that would come between the two words (for example, cheese – cloak – couch).

**Note:** *If pupils are experiencing difficulty with the idea of alphabetizing beyond the first letter of a word, provide additional practice before proceeding to the next step in this activity.*

study a dictionary page

introduce term "guide words"

note location of guide words

note alphabetical arrangement

note entry words

identify guide words

review term "entry word"

2. Tell pupils that a dictionary is set up to help us find the page on which a word is printed.

Provide pupils with dictionaries.

Have them open the dictionary to a specified page and note:
- the two words printed in dark type at the top of each page
- the alphabetical arrangement of the words on the page
- the use of dark type for each word listed on the page

Introduce the term "guide words." Tell pupils that the two words at the top of each dictionary page are called "guide words."

Have them locate each guide word in the alphabetical listing of words on the page.

Have pupils note that the first guide word (on the left) is the same as the first entry word on the page, and that the second guide word (on the right) is the same as the last entry word on the page.

Review the term "entry word." Have pupils note that entry words are listed in alphabetical order between the guide words.

Have pupils examine some more pages in the dictionary, identify the guide words, and locate the entries for each guide word.

use dictionary guide words

***Workbook* Follow-up, page 38: Assessment—Using dictionary guide words**

In Part A, have pupils write the word that would be found on a dictionary page between each pair of guide words.

In Part B, have pupils answer the questions, using the guide words and the page numbers.

Check the exercise with pupils.

# Activity 9*

**Recognizing syllables – auditory-visual**

1. Have the following words on the chalkboard:
   ladder lady basket tiger

define term "syllable"

Have pupils review the meaning of the term "syllable."

recognize syllables

Have pupils:
- –pronounce each word
- –write each word in syllables
- –review the two generalizations for dividing words into syllables
- –identify the accented syllable in each word
- –identify the word with the schwa sound in the unaccented syllable

2. Have pupils complete the following exercise independently.

   Have them write the underlined words in syllables and mark the accented syllable.

   The children looked at the totem pole.
   They poured hot water into the basin.
   Tom and Joe were rivals in the race.
   Tom won a medal.

   Check the exercise with pupils. Have them read each exercise and identify the underlined words, using the syllable and accent information.

# Activity 10

**"Sugaring Off": Listening to a poem**
**Forming sensory impressions**

express personal ideas

Have pupils tell what they know about the taste of maple sugar and maple syrup.

Tell pupils that, in the early spring when the weather gets warmer, the sap in trees begins to circulate again. The sap of maple trees contains a lot of sugar and so can be drained off and used to make maple syrup and maple sugar. In many communities in Ontario and Quebec, people come together to help each other in gathering the sap and then boiling it to make it into sugar. The process of changing the sap into syrup and sugar is called "sugaring off." This term is also used for the parties that people sometimes have when they make maple sugar.

Have pupils who have attended a "sugaring off" tell their classmates about it.

attend to a poem

Read the poem "Sugaring Off."

form sensory impressions

Have pupils listen for expressions that convey sensory impressions – sights, sounds, smells.

**SUGARING OFF**

Drip, drip, drip
Sap from the maple tree.
The nights of frost and days of sun
Are here, and now the sap will run
And sugaring off has just begun.

Run, run, run
Into the shiny pails.
The farmer's tapped the maple tree
And maple sap is flowing free
And brimming pails hang heavily.

Full, full, full
Then away to the sugar house
Where fires burn and leap and flare
While sap is boiling, bubbling clear
And steaming fragrance fills the air.

Bubble, bubble, bubble
Then hurrah for the sugaring off!
The fire burns with a steady glow,
The paddle's stirring syrup-o
Ang sugar's cooling on the snow.

—Helen Guiton

**Questions:**

What words in the poem describe the sound of the sap coming out of the maple tree?
How does the sap move?
What words in the poem make you feel that things are being done in a hurry?
Describe the sights and smells you imagine you would find in the sugar house.

recall sequence

Read the poem again.
Have pupils listen for the sequence of steps in sugaring-off.

make inferences

Have pupils identify the steps.
Ask: What do you think happens to the hot syrup when the containers are placed in the snow?

relate topic of poem to unit theme

Have pupils relate the topic of the poem to the unit theme, Living in Canada, by noting that sugaring-off festivities are sometimes part of winter carnivals in different parts of Canada.

**Experience extension:** Write the poem on the chalkboard. Have pupils work in groups to prepare oral presentations.

read informational selection

understand details

reword statements

***Workbook* Activity, page 39: Reading informational content**
**Interpreting details**

Have pupils read the article. Have them follow the directions given in the exercise.

Check the exercise with pupils.
Have them reword the incorrect statements to make them correct.

# Activity 11*

**Evaluating group discussions**

**Note:** *The purpose of this activity is to have pupils review the procedures for conducting group discussions. If the group prepared a chart of guidelines for group discussion in Level 6, these guidelines could be reviewed and revised in this activity. Encourage pupils to draw upon their experiences in group discussion and note areas that need improvement. If pupil discussions have been taped, have the group listen to a tape and evaluate the discussion procedures. You may find it useful to focus pupils' attention on selected features of the discussion.*

review procedures for group discussions

Have pupils identify procedures for participating in a group discussion. Use questions and comments to focus pupils' attention on the three parts of a discussion – the beginning, the discussion itself, and the ending or summing up of the discussion.

**Questions:**

What should you do to make sure that everyone understands the discussion question? (read the question, tell yourself what it means, discuss the meaning with the group, agree on one meaning for the question)
Should everyone have a chance to say something about the topic? Why?
What should you be doing when someone is speaking? Why?
What can you do if you don't understand what someone is saying?
What can you do if you don't agree with what someone is saying?
How do you know when you can have a turn to talk?
What do you do if you notice someone in the group isn't saying anything?
What can you do if someone keeps repeating things that have already been said?
What can you do if one person does all the talking?
How can you finish the discussion?
How do you know that you have had a good discussion?

participate in a group discussion

In another lesson period, assign pupils one of the following topics for group discussion:

(i) How can you make a new pupil feel at home in your class?
(ii) What fun things do you do in the water?
(iii) What safety rules should you follow in spring?

evaluate group discussion

Have pupils evaluate the discussion.

# Activity 12

***Trampolines*, pages 84-85: Reading an essay – "To Market, To Market!"**

**Interpretation skills:** Relating picture and text
Recognizing main idea and supporting details

**Preparation for reading**

use Contents page

Have pupils locate title on Contents page.
Have them tell what they are reminded of when they read the title. Some pupils may not be familiar with the nursery rhyme "To Market, To Market."
Recite the rhyme to the pupils:

To market, to market,
To buy a fat pig.
Home again, home again,
Jiggety-jig!

To market, to market,
To buy a fat hog.
Home again, home again,
Jiggety-jog!

relate personal experiences

Have pupils describe their experiences at a market.

**Guiding the reading**

note essay form

Have pupils read the text and study the photographs, then respond to questions such as the following:

relate picture and text

understand details

What can people buy at markets?
What farm products do you see in the photographs?
How is shopping at a market different from shopping at a grocery store?
Why do you think people shop at a market?

relate essay to unit theme

Have pupils relate the topic of the essay to the unit theme, Living in Canada.

Ask: Are markets open all year?
Why do you think people take their things to a market to sell?

# Activity 13

***Workbook*, pages 40-41: Assessment—Using the dictionary to identify word meanings**

Have the following sentences on the chalkboard:

Crops grown on farms are used in many ways. Food for cattle and horses is made from clover and alfalfa. Some of the breakfast cereals you eat may have barley in them. Sometimes cloth is made from crops grown on farms. Flax is used to make linen cloth.

Have pupils read the paragraph and note the underlined words.

read a paragraph

interpret details

use context cues

Ask: What are the names of the crops mentioned in the paragraph?
What information does the paragraph give about these crops?
From the paragraph, do you know how these plants look?
Where can you find the meanings of these words?

Have pupils note that from the content in this paragraph the reader can obtain a general idea about the underlined words; however, more precise information can be obtained from dictionary meanings.

**read dictionary entries**

Have pupils turn to *Workbook*, page 40, and read the dictionary entries in Part A.

**Note:** *For some pupils you may wish to guide the reading of each entry.*

**use the dictionary to define words**

Have pupils consider the information given by responding to questions such as the following:

How do the leaves on clover and alfalfa look?
How are these two plants different?
Which plant is like grass?
Which plant has blue flowers?

Have pupils review the importance of reading all the meanings given for the dictionary entry.

Have pupils turn to *Workbook*, page 41.
Review the directions and the procedures for using the dictionary to define words.

Have pupils complete the exercise independently.

Check the exercise with pupils, having them review the procedures for using the dictionary to define words.

# Activity 14*

**Understanding sentence meaning – connectives and, then**

Have the following sentences on the chalkboard:

The rabbit ate the lettuce. It ate the carrots.
The rabbit ate the lettuce and the carrots.
The rabbit ate the lettuce, then the carrots.

**read sentences**

Have pupils read the sentences and note words and and then.

**identify connectives and, then**

Have pupils discuss the significance of the connectives, noting that "and" joins two ideas and that "then" indicates a time sequence (soon afterwards).

**note function of connectives and, then**

**use connectives and, then**

Have pupils join the following sentences with the appropriate connective, and, then, and discuss the significance of the connective in each example.

The noise stopped. It started again.
She likes to run. She likes to swim.
We looked everywhere for the ball. Mickey saw it behind an old box.
The ducks flew away. They rested in another pool down the river.
Spring comes first. Summer comes next.

Have pupils note that some words can be omitted when the sentences are rewritten using the connectives.

# Activity 15

***Trampolines*, pages 86-97: Reading a story – "Kristli and the River"**

**Interpretation skills:** Sensing emotional reactions
Making judgments

Sensing emotional reactions. *Pupils should recognize the feelings of story characters in different situations and note how the author uses language to make the reader aware of the emotional reactions of story characters.*

Making judgments. *Pupils should weigh evidence from the selection in terms of their own values or standards. They should be encouraged to consider responses carefully and to take many variables into account so that responsible judgments are made. Discussion in which pupils are expected to make judgments must be open so that the different responses of the pupils may be expressed and considered in a positive atmosphere.*

**Core Vocabulary**
**Unit** – bad though took else yesterday listen
**Review** – ever mean together

**Application of known phonic and structural principles**
dirty scarcely lovely muddy terribly suddenly really
madly deeper louder faster wiser

**Preparation for reading**

use Contents page
Have pupils locate the title on the Contents page.

interpret illustrations
Read the introduction on page 86 to pupils.
Have them study the illustration and comment on why it is important to have an illustration and an introductory note to help the reader.

interpret introductory notes
Point out St. Jacobs, Ontario, on a map of Canada. Have pupils note that, since Kristli's family speaks Pennsylvania Dutch, they will probably find words and expressions in the story that are different from the ones they use.

**Note:** *For some groups, you may wish to read page 87 to them to help establish the pronunciation and sentence patterns used by Kristli.*

**Guiding the reading**

read a story
Have pupils read the story silently. Observe pupils during the silent reading, noting pupils who demonstrate poor reading habits (for example, vocalizing, pointing, head movement, and so on) and pupils who need assistance in the use of context and phonic cues. Note pupils' facial expressions as they read.

sense emotional reactions
make judgments
Guide pupils' interpretation of the story, using questions and comments that require them to make judgments and to sense emotional reactions of story characters.

*Do you help pupils to use context, semantic, and phonic cues to decode unknown words?*

Ask: Why was Kristli so anxious to go to the river?
How do you think he felt about going to the river? Why? (Clarify the "little voice right in his ear.")
Do you think Kristli liked his sisters?
How do you think they felt about him?
Why was Kristli surprised when he saw the river?
How did he feel about his trees?
Do you think Kristli was right to try to save the hen and her chicks?
How do you think Kristli felt when he was going down the river?

Encourage pupils to use a variety of words to describe Kristli's feelings (terrified, scared stiff, nervous, alarmed, panicky, and so on).

Ask: What did you learn about Kristli from his conversations with the voice that was inside him?
How did Doddy feel when he saw Kristli at the doctor's house?
What do you think Kristli's family would say to him when he got better?

interpret dialect

Direct pupils' attention to expressions used by Kristli and his family, for example:

page 87
Best keep Kristli to home today.
The deifel is in the river.
Let the chores till after.
Your Doddy told you to stop to home.

page 88
Me and Hundli are going down to the river to see the deifel chust as soon as we can sneak away.

page 97
Does he live yet?

Have pupils tell what the speaker meant by each expression and explain how they would express the idea.

Have pupils find other examples of unusual expressions that Kristli and his family used in the story.

relate story to unit theme

Have pupils relate the story to the unit theme, Living in Canada, by noting that Kristli's family lived on a farm. Have them discuss features of the farm that show that the Mennonite people "keep to their old ways."

***Workbook* Follow-up, page 42: Assessment—Interpreting story details**
**Making inferences**

interpret story details

make inferences

Have pupils read each statement and mark the best completion.

**Experience extension:** Have pupils find information on Mennonites and Hutterites. Select areas for pupils to investigate; for example, dress, work, family, where they live.

*During a discussion, do you encourage pupils to ask each other questions?*

# Activity 16

**Listening to classmates**

**Note:** *The purpose of this activity is to encourage pupils to listen attentively and with understanding to their classmates. Pupils should become aware of the importance of listening and responding to their classmates. Encourage pupils to ask the reader questions for further information.*

read aloud to classmates

listen to classmates

Select activities that are most suited to the pupils:

(i) Have pupils look through individual compositions and select a favorite composition for oral reading to the group. Have several pupils read their compositions to the group. Have the listeners question the reader for further information, and have the reader question the listeners to check the accuracy of their listening.

(ii) Have pupils write riddles that are descriptions of familiar objects in their experience. Have them present their riddles to the group.

(iii) Have pupils write directions for a favorite game and then read the directions to the group. Have the listeners tell in their own words how the game is to be played.

(iv) Have pupils collect pictures of familiar objects with similar characteristics (for example, TV sets, washers, dryers, cars, pieces of furniture, foods) from magazines, newspapers, or catalogues. Have pupils write descriptions of selected objects without naming the object. Have them read their descriptions to the group. Have listeners guess which pictures are being described.

**Note:** *You can also use any cheap durable vegetable (for example, potatoes, carrots) for this activity. Have each pupil take a vegetable and write a description that would help another person find that particular vegetable when it is back in the pile. Pupils read their descriptions, and the listeners try to find the vegetable that is described.*

(v) Have pupils write a description of sounds, smells, textures, temperatures, or sights they have experienced in selected situations (walking to school, in the gym, at the movies, playing in snow or water, and so on). Have them read their descriptions to the group. If the reader is describing a place where he/she has walked, have the listeners draw a map of the route that is described.

# Activity 17

**Developing vocabulary – words related to a topic**

classify words

1. Have the following lists of words on the chalkboard or an overhead transparency:

| (1) | (2) | (3) |
|---|---|---|
| house | tractor | hot |
| apartment | crane | sweet |
| garage | machines | chocolate |
| buildings | plow | smoked |
| hospital | engine | bitter |
| barn | motor | tastes |
| church | diesel | sour |

Have pupils read each list and decide on the word that names the group in which all the other words belong.

Use the following lists of words for additional instruction as needed:

| (4) | (5) | (6) |
|---|---|---|
| football | whisper | piano |
| hockey | purr | trumpet |
| checkers | rustle | bells |
| hopscotch | hum | guitar |

list words related to topics

2. Have pupils choose one of the informational selections in *Trampolines* and make a list of all the words related to the topic of the selection. Have them share their lists.

**Experience extension:** Have pupils prepare lists of words related to topics in science, mathematics, and social studies. Have them consider different ways of classifying the words.

***Workbook* Follow-up, page 43: Write words related to topics**

write words related to topics

Have pupils read each heading and the example words related to it.
Have them write more words in each category. Have them discuss their lists and classify them further.
Have pupils discuss their responses.

write a paragraph

In another lesson period, have pupils compose a paragraph related to one of the topics listed in Activity 16 or *Workbook*, page 43.
Specify the topic and have pupils review some of the details about it.
Have pupils write three or four sentences about the topic.
Have individuals write their paragraphs on the chalkboard.

study elements of a paragraph

Direct pupils' study of each paragraph. Have pupils consider questions such as:

Do all the ideas relate to the topic?
Has the writer used enough words for the reader to understand what he/she means?
Has the writer used the correct words?
Are the ideas arranged in the best order?
Does each sentence make sense when it is read by itself?
Are the mechanics (spelling and punctuation) correct?

Have pupils note the strengths of each paragraph and make constructive suggestions for improving weaknesses.

# Activity 18

***Trampolines*, pages 98-107: Reading an essay – "Smoke Tanning"**

**Interpretation skills:** Relating picture and text
Recognizing main idea and supporting details

**Core Vocabulary**
**Unit** – an edge women job
**Review** – almost

**Application of known phonic and structural principles**
clothing laced taking scrapers used placed smoking noisy removed taken

**Preparation for reading**

use Contents page
Have pupils locate title on Contents page.

explain terms
Have pupils tell what they know about the term "tanning" and suggest who in Canada would do smoke tanning.

note details
Have pupils read the paragraphs above the photograph on page 98.
Ask: How did the Indian people use the animals they hunted?
Clarify the meaning of the term "smoke tanning."

interpret photograph
Have pupils study the photograph and note the size of the moose hide and the need for the stretching frame to be very sturdy.

Have pupils establish that tanning hides is difficult work.

**Guiding the reading**

relate picture and text
Direct pupils' study of the essay, focussing attention on the photographs and the text.

understand details
page 99
What happens to the hide on the stretching frame?

page 100
Why are the hides scraped?
Why is scraping the hide a hard job?
Why is it difficult to turn the hide?
Why must the women be careful when they are scraping the hide?

page 101
What is done with the hide after it has been scraped?
What is used to make the smoke?

page 102
Why is it important to keep the smoke in the tent?
What is the hide like after the first smoking?

page 103
What happens to the hide when melted lard is rubbed into it?
What other materials are used to soften the hides?
What else do the Indians do to soften the hides?

page 104
What does pulling the hide do to it?
Why is the hide twisted?

page 105
What do the people look for when they check the hide?

page 106
Why is the hide checked carefully during the final smoking?

page 107
What is the moose hide used for?

relate essay to unit theme

Have pupils describe other crafts made by Canadian Indians.

read informational article

***Workbook* Activity, page 44: Reading informational content**
**Recognizing relationships – sequence**

recognize relationships – sequence

Have pupils read the selection.
Have them number each statement in the correct sequence.

# Activity 19*

**Recognizing core vocabulary – sit large clothes since bed men today bad though took else yesterday listen an edge women job**

**Note:** *Pupils will likely be able to recognize most of these core vocabulary words because of many experiences with the words in previous reading activities. Pupils' attention should be focussed on the core words that give them difficulty. Use exercises similar to the following to provide pupils with practice in studying core words in context.*

read sentences

recognize core vocabulary

Have the following sentences on the chalkboard or an overhead transparency:

We watched the men push the large truck.
It took them an hour to get it across the bridge.
Were you at school yesterday?
Is today a holiday?
We'll use something else for a costume since these clothes and shoes aren't big enough.
My cat likes to sit on the edge of my bed.
The women tanned the hides. It was a hard job.
Will you listen for the phone?
The fruit was old and had gone bad.

Have pupils read the sentences. Say the core vocabulary words. Have pupils mark the core words.

write sentences

Have pupils write sentences using the core words that are troublesome for them.

# Activity 20

***Trampolines*, pages 108-113: Reading an essay – "Running Shoes"**

**Interpretation skills:** Relating picture and text
Recognizing relationships – sequence
Recognizing main idea and supporting details

**Core Vocabulary**
**Unit** – shoe
**Review** – together very ready each

**Application of known phonic and structural principles**
shoes pictures pieces colors operators
machines lasts soles laces boxes stores

relate personal experience to essay topic

**Preparation for reading**
Have pupils examine their running shoes and describe the parts and the materials found in the shoes.
Tell pupils that the essay they will read describes how running shoes are made.

read for a set purpose

**Guiding the reading**
Have pupils read the essay to find out what materials are used to make running shoes and the steps that are followed in making the shoes.

Remind pupils to study the photographs and the accompanying text.

Guide pupils' interpretation of the essay, using questions and comments that require them to recognize sequence, the main idea, and supporting details.

interpret details

extend vocabulary

page 109
What pieces are needed to make a running shoe?
What material is used for running shoes?
What word means the same as pattern?
Do you know another meaning for this word?

page 110
What piece of equipment looks like a foot?
Do you know another meaning for this word?

page 111
What part of the shoe is made of rubber?
Why does the operator press the sole very tightly?

page 112
Why is a liner put in each shoe?

recognize relationships – sequence

Have pupils review the steps followed in making running shoes.

recognize main idea

Have pupils tell what important idea the essay explained. Have them note how the title explains the main idea.

relate essay topic to personal experience

Have pupils identify other kinds of shoes that are made in Canada. Have them note that the label on shoes often tells where the shoes were made.

*Have you scheduled time for pupils to read alone?*

**Checking achievement**

Do pupils
- contribute ideas freely in group discussion?
- respond to the ideas of classmates?
- use context cues independently?
- use a variety of sentence patterns in their personal writing?
- show an understanding of the concepts of a sentence? of a paragraph?
- read voluntarily, and readily share ideas from personal reading?
- show an interest in investigating a variety of topics?
- voluntarily proofread their own composition?
- enjoy many kinds of reading matter – poems, plays, essays, fables?

Can pupils
- sense the emotional reactions of story characters?
- identify syllables in a two-syllable word?
- identify the accented syllable in a two-syllable word?
- identify the schwa sound?
- classify and organize ideas in writing a report?
- recognize the difference between a report and a story?
- apply their understanding of alphabetical order, guide words, and entry words to locate and use words in a dictionary?
- recognize the importance of sequence?
- interpret photographs?
- relate illustration and text?
- understand and enjoy humorous and fanciful writing?

# Spelling

## Unit Words

| | | | | |
|---|---|---|---|---|
| even | beautiful | ago | rocket | yes |
| seven | finally | along | planet | you |
| | | also | | by |
| | | always | | try |
| | | across | | flying |
| | | again | | very |
| | | after | | hockey |
| | | almost | | good-bye |

## Spelling Activity 1

even
seven

1. Use the pretest procedure with the words at the left.
2. Have pupils identify the accented syllable in each word and note that the vowel letter e represents /ē/ in even and /e/ in seven.
3. Have pupils note that the vowel letter e represents the schwa sound in the unaccented syllable in each word.

evenly
evening
seventeen
seventy

4. Dictate the words at the left to extend the spelling list.
5. Use the WSP with any words that are misspelled.

## Spelling Activity 2

beautiful
finally

1. Use the pretest procedure with the words at the left.
2. Direct pupils' attention to the vowel letters eau representing /yü/ in beautiful.

beautifully
final

3. Dictate the words at the left to extend the spelling list.
4. Use the WSP with any words that are misspelled.

***Workbook* Follow-up: page S16**

Have pupils study directions and complete the exercise independently. Check the exercise with them. Remind them to proofread their writing and to remember the importance of legible handwriting.

## Spelling Activity 3

ago
along
also
always

1. Use the pretest procedure with the words at the left.
2. Direct pupils' attention to the use of a to represent the schwa sound in the unaccented syllables in ago and along.
3. Direct attention to the use of a to represent /o/ in also and always.
4. Dictate these phrases:
   along the path
   many years ago
   always at home
   want to go also

   Direct pupils in checking the writing.
5. Use the WSP with any list words that are misspelled.

## Spelling Activity 4

across
again
after
almost

1. Use the pretest procedure with the words at the left.

2. Dictate the following phrases:
   almost home
   across the room
   do it again
   after supper
   Check the spelling with pupils.
3. Use the WSP with any words misspelled on the pretests in Activities 3 and 4.

***Workbook* Follow-up: page S17**

Be sure that pupils understand the directions.
Have them complete the exercise independently.
Check the exercise with pupils. Have individuals write their sentences on the chalkboard.
Direct pupils in proofreading the sentences.

## Spelling Activity 5

rocket planet

1. Use the pretest procedure with the words at the left.
2. Dictate the words at the left to extend the spelling list.
3. Use the WSP with any words that are misspelled.

rockets
rocketed
socket
pocket
planets

***Workbook* Follow-up: page S18**

Have pupils study the directions, then complete the exercise independently.
Check the exercise with pupils.

## Spelling Activity 6

1. Write the following paragraph on the chalkboard or duplicate copies for the pupils. (Omit the words in brackets; these are included here for your convenience.)

Baseball

A baseball team has nine (players). The (player) who stands behind home plate is called the (catcher) . He catches the ball when the (pitcher) throws it. The (player) who bats the ball is called the (batter) . The (batter) tries to hit the ball out into the field. When the (batter) gets a hit, the base (players) and the (fielders) try to get the ball as fast as they can. Some (players, batters) score many runs. They are good (scorers) .

Have pupils read the paragraph and close each sentence with an appropriate word. Direct pupils in checking the spelling of each word.
Have them review the steps to follow when trying to spell an unfamiliar word.
Have pupils note the suffix -er of agent and identify the root word of each derived form. Have them review the meaning of the suffix -er of agent – someone or something that does something.

farmer runner
worker hitter
teacher rubber
singer zipper
trainer slipper

2. Dictate the words at the left.
Check the spelling with the pupils.
Have them review the following generalizations:
(i) When adding -er to words ending in final silent e, drop the final e before adding -er.
(ii) When adding -er to words ending in a single consonant preceded by a vowel, double the final consonant before adding -er.

**Note:** *For pupils who have difficulty spelling words to which these generalizations apply, you may find the following procedure useful:*
*drive -e + er = driver*
*run + n + er = runner*
*Use other examples as needed.*

trucker driver
climber rider
dancer
babysitter
birdwatcher
visitor
actor
sailor

3. Dictate the words at the left.
Have pupils note the use of the letters or in these words.

4. Duplicate the following exercise.
Have pupils complete it independently.

Write a word for each meaning.
Underline the words that helped you to know what word to write in your answer.

1. Someone who fights fires _____
2. Something that opens a can of food _____
3. Something that sharpens your pencil _____
4. Something that washes clothes _____
5. Something that dries clothes _____
6. Something that mixes cement _____
7. Someone who wins a game _____
8. Someone who bakes cookies and cakes _____
9. Someone who skates _____
10. Someone who comes to visit _____
11. A person who can act _____
12. Someone who leads a band _____
13. Someone who can ski _____
14. A machine that wrecks things _____
15. Something that feeds birds _____
16. Something that pops popcorn _____
17. Something that you slip on your feet _____

## Spelling Activity 7

yes try
you flying
by

1. Use the pretest procedure with the words at the left.
2. Direct pupils' attention to the use of the letter y:
/y/, y: yes, you (consonant)
/ī/, y: by, try, flying (vowel)

you'll fry
trying frying
cry my
crying fly
pry sly
prying ply
dry
drying

3. Dictate the words at the left to extend the spelling list. Check the spelling with the pupils.

tries dries
tried dried
cries flies
cried

4. Dictate the words at the left to extend the spelling list. Check the spelling.
Have pupils review the generalization that when a word ends in y, the y is changed to i before adding the endings -es or -ed.

## Spelling Activity 8

Write the following sentences and blank lines on the chalkboard or duplicate copies for pupils.

1. A bird can (flī). (fly)
2. We (līk) to play ball. (like)
3. The hill is very (hī). (high)
4. The (snō) is deep. (snow)
5. The dog ate a (bōn). (bone)
6. The (bel) is ringing. (bell)
7. We aren't (lāt) for school. (late)
8. (Thēz) are my shoes. (These)

Have pupils read each sentence and note the pronunciation symbols. Have them spell each word that is written in pronunciation symbols. (The spellings have been provided for your convenience.)
Have pupils note that:

- different letters may spell the same vowel sound
- some letters represent no sound
- some letters represent more than one sound

***Workbook* Follow-up: page S19**

Be sure that pupils understand the directions.
Have them complete the exercise independently.

Use the exercise as an assessment of pupil ability to apply knowledge of spelling patterns. Check the exercise yourself. Note words that pupils misspelled and provide follow-up instructions as needed.

## Spelling Activity 9

very
hockey
good-bye

1. Use the pretest procedure with the words at the left.
2. Direct pupils' attention to the use of y to represent /ē/ and /ī/. Have pupils note the hyphen and final e in good-bye.
3. Use WSP with any words misspelled on the pretests in Activity 7 and Activity 9.

***Workbook* Follow-up: page S20**

Have pupils complete the exercise independently.
Check the spelling with them.

## Spelling Activity 10

Dictate the following:

We finally got our work done.
The birds are beautiful.
We always play outside.
The store is across the street.
Do you like to play hockey?

Check the spelling with pupils.
Write each sentence on the chalkboard and direct pupils in a letter-by-letter check of each word.

Have pupils use WSP with any list words that are misspelled.

## Spelling Activity 11

**Assessment**

even
beautiful
seven
finally
ago
rocket
along
also
planet
always
yes

across
you
by
very
again
after
try
hockey
good-bye
flying
almost

Dictate the words at the left, using the established test procedure.
Check pupils' spelling and provide additional instruction as required.
Remind pupils to record any misspelled words in *Workbook*, page S32.

# Unit 62 Theme: Treatment of pets

| LISTENING | SPEAKING | READING | WRITING |
|---|---|---|---|
| **Activity 1**<br>Listening to a story | Discussing story ideas and unit theme | | |
| | | Interpreting illustrations | *Workbook* Activity, p. 45:<br>Writing sentences |
| Considering ideas of classmates | Responding to ideas in a story | **Activity 2**<br>*Trampolines*, pp. 114-133:<br>Reading a story<br>*Workbook* Follow-up, p. 46<br>Interpreting story details | |
| Listening to peers | **Activity 3**<br>Participating in a group discussion | | |
| | | **Activity 4**<br>Understanding word structure – derived forms with -ish, -ment | |
| Recognizing syllables | | **Activity 5**<br>Identifying syllables – words ending in le | Writing words in syllables |
| **Activity 6**<br>Listening to a poem<br>Recognizing cumulative sentence pattern | Discussing ideas in poem | Reading sentences | Developing sentences – cumulative pattern |
| | **Activity 7**<br>Discussing the unit theme | | |
| | | *Workbook* Activity, pp. 47-48:<br>Reading informational content | Writing answers |
| **Activity 8**<br>Recognizing effect of accent on vowel sounds | | | |
| | | **Activity 9***<br>Using the dictionary – guide words<br>*Workbook* Follow-up, p. 49<br>Assessment – Using guide words in a dictionary | Writing guide words |
| **Activity 10**<br>Listening to a story | Responding to ideas in the story | | |
| | | *Workbook* Activity, pp.50-51:<br>Reading informational content | Writing answers |
| Listening to peers | **Activity 11**<br>Conducting an interview | | |
| | | *Workbook* Activity, p. 52:<br>Interpreting news stories | Writing answers |

| | | | |
|---|---|---|---|
| Considering ideas of classmates | Discussing ideas in the essay | **Activity 12**<br>*Trampolines*, pp. 134-135:<br>Reading an essay<br>Reading a composition<br>**Activity 13***<br>Understanding word structure – -er, -or of agent | Writing a composition |
| Considering ideas of peers | Organizing details | Reading the booklet<br>**Activity 15***<br>Recognizing core vocabulary<br>*Workbook* Follow-up, p. 53: Assessment – Closing sentences | **Activity 14**<br>Writing a composition – booklet<br>Writing words to close sentences |
| Listening to peers | Evaluating oral reading | **Activity 16***<br>Reading orally to convey emotions | |
| | Discussing cartoon format | Interpreting cartoons<br>If needed, additional phonics lessons for review and maintenance are in the Appendix. | **Activity 17**<br>*Workbook*, p. 54:<br>Writing captions for cartoons<br>Spelling Activities are detailed at end of unit. |

## INDEPENDENT ACTIVITIES

1. Have pupils read library books and share their enjoyment of them with their classmates.

2. Have pupils learn poems and songs by memory and present them to their classmates.

3. After pupils have read "Hotrod and the Night Sweeper," have them write stories describing more of Hotrod's experiences. Suggestions:
   - Hotrod and the School Bus
   - Hotrod and the Copy Machine
   - Hotrod and Parents' Day
   - Hotrod and the Valentine Box
   - More About Mr. Hardy

4. Have pupils find stories about unusual pets and share the stories with the group.

5. Have pupils prepare questions that they would ask a character in a book or a story.

6. Have pupils prepare questions about animals that are kept as pets. In a sharing period, have pupils present questions to the group for discussion.

7. Have pupils work in groups to prepare suggestions for ways in which people can enjoy animals without having pets.

8. Have pupils make collections of poems about animals that would make interesting pets. Have them learn some of the poems and present them to the class during a sharing period.

9. Have pupils write poems or stories about their pets. Have them illustrate their compositions in cartoon form.

## BOOKS TO READ

1. *Golden Hamsters*, Herbert S. Zim (Morrow)
   Information about these popular pets and how to care for them.

2. *Parakeets*, Herbert S. Zim (Morrow)
   Fully detailed text and pictures on how to raise and care for parakeets.

3. *Goldfish*, Herbert S. Zim (Morrow)
   Clear, easy information on care of goldfish.

4. *How to Raise Mice, Rats, Hamsters and Gerbils*, Sara Bonnett Stein (Random)
   Photographs and information about pet care.

5. *Coyote*, Byrd Baylor (Lothrop)
   Antonio tries to find his dog's puppy when a coyote carries it off.

6. *Jillions of Gerbils*, Arnold Dobrin (Lothrop)
   David loses his pet gerbil, so his father buys him another. This one disappears too, and David's hunt has a surprise ending.

7. *A Little Dog Called Kitty*, Jane Thayer (Morrow)
   The Parkers have difficulty convincing Kitty that he is a dog.

# Activity 1

**"Mr. Dewberry's Talking Cat": Listening to a story**
**Sensing emotional reactions**
**Making judgments**

Tell pupils that the story they will hear is about an extraordinary cat. Have them suggest things that they think would make a cat unusual.

attend to a story

Read "Mr. Dewberry's Talking Cat."
Have pupils listen to the story to find out what can happen when a pet knows how to talk.

## MR. DEWBERRY'S TALKING CAT

There was nothing ordinary about Cleo, Mr. Dewberry's cat. In fact, Cleo was *extra*ordinary, very. To begin with, she had double paws on all four feet, and that, alone, put her out of the common cat class. She had a bob-tail, which was rare if not unusual, and she had beautiful cornflower blue eyes that stared and stared and stared. Her soft sleek fur was all-over pale yellow, except for a brown velvet patch at her throat and another over her right eye. Yes, she was a most unusual cat, everyone agreed.

"Is she a good mouser?" people asked, and Mr. Dewberry blushed and hung his head. For the truth was that Cleo never, never caught *any*-thing. True, she was forever bringing home things she found, but never ordinary cat-things like mice or rabbits.

One day, when Cleo had been gone for a long time, Mr. Dewberry heard a scratching sound on the back door.

He opened it, and there stood Cleo. She was smiling very strangely, and in her mouth she carried a tiny flat disk. "Oh, Cleo, what have you brought home now," Mr. Dewberry wondered. He gently took the curious object from her mouth and looked at it. It looked a little like a button, but there were no holes in it, so it couldn't be a button. Then again, it looked like a counter that you might use in a game. Mr. Dewberry saw that it was delicately carved, but the pattern of whorls meant little to him. He tossed it back to Cleo.

"Well-ll, s-s-sanx," said Cleo.

"Wh-a-a-a-!" Mr. Dewberry jumped.

"M-m-I z-z-ed, 'Zanks,'" answered Cleo.

"Good gracious," said Mr. Dewberry. "Why, I never knew you could talk, Cleo."

"M-m-I-I- c-caaa-n-n na-ao-ow," stuttered Cleo.

Mr. Dewberry was greatly flustered. A talking cat! Whatever would people say?

When he was used to the strangeness of it all, Mr. Dewberry admitted it was rather lovely to have a talking cat. It made the long evenings much more interesting. Cleo told him about her hunting trips around the town, and Mr. Dewberry told her about the books he was reading. They got along quite nicely, until Mr. Dewberry came home one rainy afternoon and found Cleo talking to the butcher on the telephone.

**Questions:**

make judgments
Do you agree that Cleo was an extraordinary cat? Why?

sense emotional reactions
How did Mr. Dewberry feel about his pet?
How do you think Mr. Dewberry felt when Cleo spoke to him?

make predictions
What do you think Cleo was ordering from the butcher?
How do you think Mr. Dewberry felt about Cleo talking to the butcher?

"M-m-I-I zust purr-ordered zix pounds of liver," she purred.

Mr. Dewberry groaned.

"Nand frezsh sammin fer Zunnday." Cleo was ecstatic.

Mr. Dewberry groaned again. "I shall have to eat canned beans all week to pay for it."

Cleo only purred.

That was the beginning. Soon the milkman was leaving two quarts of thick whipping cream on the doorstep, and the delicatessen around the corner was sending bills for boxes of smoked Norwegian sardines.

"Cleo, this has got to stop," Mr. Dewberry cried, but Cleo rolled the little ivory disk across the floor and said nothing.

"It's that curious thing she found the other day," Mr. Dewberry said to himself later. "She began talking when she found that. I must take it from her before I find myself owing bills to every fish market in town."

"Here, puss," Mr. Dewberry coaxed the next morning. "Come and have some cream."

Cleo jumped lightly from the couch and walked to the big, blue saucer that Mr. Dewberry had set in the sunny window. While she was lapping greedily, Mr. Dewberry got down on his hands and knees and began looking for the magic disk.

Cleo licked her long whiskers and grinned.

"M-m-I-I hid it," she purred. "M-m-I-I hearrd you zinking lazt n-n-n-ite, so m-m-I-I hid it."

"Oh, fine." Mr. Dewberry struck his forehead with the palm of his hand. "Now you can hear me thinking! How long has this been going on . . . listening in on my thoughts? Wait till I find that disk!"

"F-f-fat chance," said Cleo.

All that day Mr. Dewberry searched for the missing magic disk. And Cleo watched him, laughing with her pretty blue eyes.

"Where would I hide that disk, if I were a cat," he wondered to himself.

Cleo grinned and stalked away.

**Questions:**

Why does Cleo keep grinning at Mr. Dewberry?
Where do you think Mr. Dewberry should look for the disk?
Do you think Mr. Dewberry is right in wanting to take the disk away from Cleo?

That night, in the middle of a dream, Mr. Dewberry awoke and knew where the magic disk was. Of course! Cleo had hidden it in her most treasured possession . . . the catnip mouse that she kept under the velvet cushion on which she slept.

Mr. Dewberry made a wild dash out of bed and jerked the cushion from under Cleo's limp body. The catnip mouse rolled to the floor. Cleo made a jump and landed, all claws spread, on Mr. Dewberry's bare foot . . . the one that was standing on the catnip mouse.

"Oooooww," Mr. Dewberry yelled, but he kept his foot firmly on the catnip mouse.

'Mmmmmmmmeanie," Cleo spat. "Jelluss . . . don't want m-m-e-e to talk. M-mmmmmmmmmeanie."

Mr. Dewberry stooped and picked up the mouse. The magic disk fell from a slit in the side and bobbled along the floor, Cleo in wild pursuit. It wobbled under the armchair, bounded against the wall . . . and rolled right down the hot-air register. Mr. Dewberry heard it bouncing and rolling along the pipes under the floor.

"There!" He sat down suddenly. "I guess that ends that."

Cleo spat angrily and cuffed the catnip mouse along the floor.

"I wonder," Mr. Dewberry mused. "Say, Cleo, can you still talk?"

Cleo paid no attention.

Mr. Dewberry went to the phone, picked it up, and handed it to Cleo. "Call the butcher and order three pounds of liver," he said.

Cleo blinked at him and yawned a delicate little pink yawn.

"Don be zil-l-lie," she stuttered slowly, like a record winding down. "Ka-atz ca-a-n-n't ta-a-lk."

That was the last time that Cleo ever spoke to Mr. Dewberry. From that time on, she kept a dignified silence, and not so much as a purr escaped her velvet brown throat.

When people saw her hunting through the meadows and fields of the town, they said to Mr. Dewberry, "My, that Cleo is a good mouser. She's always hunting, isn't she?"

Mr. Dewberry nodded but said nothing. He knew what took Cleo into the meadows from sun-up to long after dark. It was not mice or a stray cricket. No, indeed. It was the hope that someday she'd find another tiny ivory disk just like the one she'd lost. And Mr. Dewberry had the uncomfortable feeling that if she ever found one he would be in for a terrible scolding.

—Gloria Logan

**Questions:**

What happened to the magic disk?
Why did Cleo spend so much time hunting in the fields and meadows?

discuss unit theme

Have pupils consider whether Mr. Dewberry was a good pet owner.

Extend the discussion to focus on the unit theme, Treatment of pets. Have pupils discuss how pets should be treated and why people like to have animals as pets.

interpret illustrations

use imagination

write sentences

***Workbook* Activity, page 45: Interpreting illustrations**
**Using imagination**
**Writing sentences**

Have pupils study the pictures, then write sentences that tell what the animals might be saying about the situation if they could talk.
Have pupils read their sentences to each other.

**Experience extensions:**

1. Tape-record the story "Mr. Dewberry's Talking Cat."
   Have pupils listen to the tape and prepare a dramatization of the story.
2. Have pupils draw cartoons of pets in "interesting" circumstances and write captions telling what the animals might be saying if they could talk.

# Activity 2

***Trampolines*, pages 114-133: Reading a story – "Hotrod and the Night Sweeper"**

**Interpretation skills:** Making inferences
Making judgments

Making inferences. *The reader should contribute to the author's ideas by drawing upon personal experiences and making observations that are consistent with the information supplied by the writer. Pupils should be encouraged to take an active role in reading by constantly relating ideas in the selections to their experiences.*

Making judgments. *The reader's personal views are given consideration in making judgments about story characters or incidents. As a result, a judgment cannot be labelled right or wrong because it is different from someone else's decision. Pupils may need to be reminded to take all available evidence into consideration when making judgments.*

**Core Vocabulary**

**Unit** – enough drink say write between care longer sleep thought shoes closer gone covered eyes

**Review** – never even listen box food quiet every

**Application of known phonic and structural principles**

class/room card/board hall/way sun/flower
wood/chips some/thing every/one every/thing
type/writer some/where foot/steps no/where
every/where cup/board

**Preparation for reading**

use Contents page

Have pupils locate the title on the Contents page.

express personal ideas

Tell pupils that this story is about a gerbil that is a classroom pet.
Have pupils tell briefly what they know about gerbils and make suggestions about who or what a "Night Sweeper" is.

**Guiding the reading**

**Note:** *The reading of this story will provide an excellent opportunity to observe pupils in a sustained reading activity. Provide adequate time for pupils to read the selection in one sitting. Observe pupils during the silent reading, noting ability to sustain attention, reactions to the story, physical behavior (such as finger pointing, vocalizing, head movements, and so on) and requests for assistance in identifying unfamiliar words.*

read a story

Have pupils read the story silently to find out about Hotrod's experiences at school and his impressions of people at school.
Have pupils note that the story is told from the gerbil's point of view.

**Note:** *For some pupils you may prefer to have the story read in sections. The story could be read in the following parts: pages 114-117; 118-120; 121-123; 124-127; 128-130; 131-133.*

make inferences

make judgments

sense emotional reactions

Guide pupils' interpretation of the story, using questions and comments that encourage them to make inferences and judgments.

**Questions:**

pages 114-117

How did Hotrod feel about Mr. Hardy?
Why did Hotrod feel safe with Mrs. Gibson?
Do you think Hotrod should be nervous about the Night Sweeper?
How did Hotrod feel about his house? Why do you think he felt that way?
How did Hotrod feel about being at school?

pages 118-120

How do you know that Hotrod is curious?
How did Hotrod feel when he saw the children coming into the classroom?
What things had Mrs. Gibson brought to take care of Hotrod?

What did Hotrod do to try to attract attention?
Why didn't the children notice what he was doing?
What is unusual about a gerbil's teeth?

pages 121-123

What do you find amusing about Hotrod?
Why didn't Hotrod want to go in the hallway?
Why didn't he want to be left alone in the classroom?
Why do you think the children came back into the classroom?

pages 124-127

How do you know the children liked Hotrod?
Do you think the children should have taken Hotrod out of his aquarium?
Why do you think he chewed Marsha's sweater?
Do you think Hotrod found good places to hide? Why?

pages 128-130

What do you think the other teachers thought of Hotrod?
Why did Hotrod want to run away from school?

pages 131-133

What was good about Hotrod's hiding place in the office?
How do you think Hotrod felt when he was alone in the school? when he heard the vacuum cleaner? when he saw the Night Sweeper?
Why was Hotrod surprised when he found out "what" the Night Sweeper was?
How would you feel if a gerbil chewed up your report card?
Do you think Mrs. Gibson should keep Hotrod at school?
What do you think Mr. Hardy said when he discovered the chewed-up report cards?

Guide pupils in using context cues to give the meanings of the following words:

page 121: scurried; craning

page 122: scuttled

page 124: courage

page 125: plunked

page 127: chomped

page 128: crouched; recognized; craned

page 130: bolted

page 131: smugly

**relate story to unit theme**

Have pupils relate the story to the unit theme, Treatment of pets.
Have them review the things that were necessary to care for the gerbil in the story.
Have them consider whether it's a good idea to have animals in the classroom.

**illustrate story episodes**

Have pupils choose their favorite episodes from the story and illustrate them.

**write captions**

Have them write captions for their illustrations.

*Have you helped pupils to prepare before reading orally?*

read orally

In another lesson period, have pupils select their favorite parts of the story and prepare them for oral reading to the group.

***Workbook* Follow-up, page 46: Understanding story details**
**Making inferences**

understand story details

make inferences

Have pupils read each sentence and then underline the statement that is the best completion.
Discuss the exercise with pupils, having them refer to the story for clarification of ideas.

# Activity 3

**Participating in a group discussion**

Have pupils form their discussion group.
Assign one of the following topics:

(i) What would you do if there was a stray animal in your neighborhood?
(ii) What would you do if you were looking after a friend's pet and it got lost?
(iii) What would you do if you found someone's pet and it was injured?
(iv) You have your choice of a pet. What pet would you choose and why?
(v) You want a pet but you can't have one. What would you do?

clarify discussion topic

Have pupils clarify the topic by defining the terms in the question and agreeing upon definitions.

participate in group discussion

Have them discuss the question.

summarize discussion

Have one or two pupils summarize the discussion. With some groups, you may wish to have a pupil record the summary dictated by the group.

evaluate discussion

Have pupils evaluate their participation in the discussion, using the features of a discussion that they developed in Activity 11, Unit 61.

# Activity 4

**Understanding word structure – derived forms with suffixes – -ish, -ment**

**Note:** *In all lessons on derived words with suffixes, emphasize the idea of a root word that retains its meaning in the derived form. Emphasize that a suffix has meaning also and that this meaning is added to that of the root.*

Have the following sentences on the chalkboard:

(i) Larry Brown behaved like a child.
Larry Brown behaved in a childish way.

(ii) The children enjoyed the hockey game.
They clapped and cheered to show their enjoyment.

read sentences

identify derived forms with suffixes -ish, -ment

define suffixes -ish, -ment

review term "suffix"

Have pupils:
- –read the sentences
- –note the underlined words
- –identify the root words
- –give the meaning of the suffixes "ish" (like; sort of) and "ment" (act of or state of)
- –review the term "suffix"

Use the same procedure with the following sentences:

(i) The old paper was yellowish around the edges.
(ii) The meat tasted sweetish.
(iii) His hair is a reddish color.
(iv) The foolish dog was chasing its shadow.
(v) A magician provided entertainment at the birthday party.
(vi) The children's eyes opened wide in amazement at the magician's tricks.
(vii) What are the measurements of your classroom?
(viii) The flower arrangement was very pretty.
(ix) The children made an agreement to paint the fence.

# Activity 5

**Recognizing syllables – in words that end in le**

recognize syllables

recognize final syllable in words ending in le

1. Pronounce the following words:

| | |
|---|---|
| rumple (rum ple) | table (ta ble) |
| stumble (stum ble) | stable (sta ble) |
| sample (sam ple) | cradle (cra dle) |
| kindle (kin dle) | trifle (tri fle) |

Have pupils tell how many syllables there are in each word.
Write each word on the chalkboard in syllables.

Have pupils note that:
(i) when a word ends in le, the preceding consonant usually goes with the le to form the second syllable
(ii) the second syllable is unaccented
(iii) the second syllable has the schwa sound (rum pəl).

2. Write these words on the chalkboard:

| | | |
|---|---|---|
| bugle | uncle | gurgle |
| noble | double | whistle |
| tingle | | triple |

Have pupils divide each word into syllables.

3. Repeat step 1 with these words: freckle
tickle
speckle

Have pupils note that these words are exceptions – that the second syllable is le.

# Activity 6

**"Small World": Listening to a poem**
**Recognizing cumulative sentence pattern**
**Developing sentences – cumulative pattern**

attend to a poem

note cumulative pattern

Have pupils listen to the poem to note how, in the first part, the poet starts with something very small and keeps adding ideas until something very big is described. Then, in the second part of the poem, the pattern is repeated in reversed order.

**SMALL WORLD**

"Small world, small world," said a worm to a bee,
a new baby worm on a leaf on a tree.

"Big world, big world," to the worm said the bee.
"Worm on the leaf,
leaf on the twig,
twig on the branch,
branch on the tree,
tree in the park,
park in the city,
city on the island,
island on the river,
river in the country,
country on the continent,
continent on the ocean,
ocean on the earth,
earth in the world,
big, big, world," explained the bee.

recall details

make inferences

**Questions:**
What creatures are talking to each other in the poem?
Why does the baby worm think the world is small?
Why does the bee have the opposite idea?

Reread lines 4 through 9 to have pupils note that each item in the list is bigger than the one preceding it.

The worm fell off the leaf on the tree.
"Oh my, oh my, oh woe is me.
I fell off the world," said the worm to the bee.

"Worm, silly worm, will you listen to me?
Look up at the sun in the sky," said the bee.

"Look up at the sky,
See, the world is high,
earth in the world,
ocean on the earth,
continent on the ocean,
country on the continent,
river in the country,
island on the river,

city on the island,
park in the city,
tree in the park,
branch on the tree,
twig on the branch,
leaf on the twig,
where a worm fell down,
a worm on the leaf
fell down to the ground."

The worm crawled around until he found
a blade of grass where he settled down. Said the worm,
"It's a small, small world, that's plain to see.
But I guess it's big enough for me."

"Not for me," said the bee and away he flew.
"Your world may be just right for you
but a big, big world is right for me."

—Joan Lexau

**Questions:**

Why did the worm think it fell off the world when it fell off its leaf?
What does the bee tell the worm about the world?
Why does the bee say a "big, big world is just right for me"?

Reread some of the lines in the cumulative pattern to have pupils note the descending order of the size of the items.

**Experience extension:** Teach pupils these songs: "There Was an Old Woman Who Swallowed a Fly;" "There's a Frog on a Log" (in a hole in the bottom of the sea).

**Note:** *You may wish to continue this activity in another lesson period.*

Have the following on the chalkboard:

Big, big world
Worm on the leaf,
leaf on the twig,
twig on the branch,
branch on the tree,
tree in the park,
park in the city

recall cumulative pattern in poem

Have pupils recall the poem "Small World."
Have them follow along as you read the lines written on the chalkboard.

dictate ideas in cumulative pattern

Have pupils use the pattern to develop other ideas.
Suggested topics:

A toe on a foot
foot in a shoe
shoe in a boot . . .

A whisker on a cat . . .

A tail on a dog . . .

Record pupils' suggestions.
Have pupils evaluate completed patterns to check the appropriateness of the sequence.

# Activity 7

**Discussing the unit theme, Treatment of pets**

recall story details

Have pupils recall the selections "Mr. Dewberry's Talking Cat" and "Hotrod and the Night Sweeper" and the ways in which the people treated the pets.

discuss unit theme

Then have pupils consider the following questions related to the unit theme.

What services are provided to take care of pets in your community?
Why is it important for people to take good care of their pets?
What are some things that can happen to pets if their owners don't take good care of them?
What are some things people should think about before they get a pet?
Is it a good idea to keep pets at school?

**Experience extension:** Have pupils write a composition titled "Treatment of Pets." Have them answer one or more of the foregoing questions in the compositions.

read informational content

interpret details

write answers

***Workbook* Activity, pages 47-48: Reading informational content**
**Interpreting details**
**Writing answers**

Have pupils read the paragraphs on page 47, then answer the questions on page 48.
Discuss the exercise with pupils.

# Activity 8

**Recognizing the effect of accent on vowel sound**

review term "accent"

Have pupils review the term "accent."

1. Have the following words on the chalkboard:

| | | | |
|---|---|---|---|
| funny | apply | silent | parade |
| daisy | deny | holy | explode |

identify syllables

identify accented syllable

identify vowel sounds

Have pupils:
- –divide each word into syllables
- –pronounce the word
- –decide which syllable is accented
- –put in the accent mark
- –identify the vowel sounds heard in each syllable

2. Repeat the procedure with these words:

| | | | |
|---|---|---|---|
| sample | sparkle | stable | needle |
| pebble | tremble | cradle | title |

identify syllables in words ending in le preceded by a consonant

Have pupils note that the generalizations for vowel sounds apply to accented syllables.

3. Repeat the procedure with these words:

| | | |
|---|---|---|
| fountain | silent | until |
| remain | decide | planet |
| supper | suppose | surprise |

Remind pupils to pronounce each word as it is spoken, so that the vowel sound in the unaccented syllable is softened or slurred as it is in running speech. Have pupils note that the generalizations for vowel sounds apply only to accented syllables.

Have pupils note that in words of two syllables, the most common pattern is that of the accent on the first syllable. In trying out the pronunciation of a two-syllable word, they should always try the accent on the first syllable first.

4. For pupils who need additional instruction, use these words:

| | | |
|---|---|---|
| collar | appeal | complain |
| paper | apple | supper |
| alone | mountain | lesson |
| famous | direct | agree |
| social | salute | sober |
| salad | marvel | market |
| igloo | hotel | honey |

# Activity 9*

**Using the dictionary – guide words**

review alphabetical order

Have pupils review alphabetical order and give examples of where it is used.

Ask: How are words put in alphabetical order?

Have pupils discuss the fact that there are hundreds of words beginning with each letter of the alphabet.

Ask: How are words arranged in the dictionary?

Have pupils review the terms "guide words" and "entry words."

use guide words to locate an entry in the dictionary

Have the following on the chalkboard or an overhead transparency:

| | | |
|---|---|---|
| **dish** | **324** | **dog** |
| **dollar** | **326** | **doughnut** |
| **down** | **328** | **drain** |

Tell pupils that those are the guide words on three pages of a dictionary. Have pupils use the guide words to tell on which page each of the following words would be found. Write each word on the chalkboard as you say it.

| | | |
|---|---|---|
| dishpan | dragon | dock |
| domino | door | doze |
| doctor | disk | dolphin |

Ask: Would you find the entry word doing on page 325 or 327?
On what page would you likely find the word drizzle?
On what page would you find the word dig?
On what page would you find the word dove?
Would drainage come before dove or after it?

***Workbook* Follow-up, page 49: Assessment – Using guide words in a dictionary**

use guide words

Have pupils complete the exercise according to the directions given in the *Workbook*. Provide pupils with dictionaries to use in completing Part Two of the exercise.

# Activity 10

**"Scarlet, the Spoilt, Noisy Macaw": Listening to a story**
**Sensing emotional reactions**
**Predicting outcomes**

Tell pupils that the story they will hear is about a macaw, a large, colorful parrot. These parrots live in different parts of Central and South America, but many people in Canada and the United States keep the birds as pets. For pupils who have had the Level 6 Listening Program, you may wish to point out that the character "Uncle Tony" is the same person who was concerned about the skunk in the story "The Persistent House Guest."

recognize purpose for listening

attend to a story

Have pupils listen to the story to find out how Uncle Tony helped find a new home for Scarlet, the macaw.
Read the story "Scarlet, the Spoilt, Noisy Macaw."

## SCARLET, THE SPOILT, NOISY MACAW

Mrs. Thurston-Hughes welcomed Uncle Tony and ushered her guest into her bright sunroom. There was a deafening shriek as they entered the cheerful room.

"Hello, Scarlet," Uncle Tony greeted the magnificent, brightly-colored, red, blue, and yellow bird.

Scarlet was, in fact, a Scarlet Macaw. He sat on a perch and flapped his wings and sang, "DAISY, DAISY, GIVE ME YOUR ANSWER, DO," then laughed and shrieked loudly. His voice and laughter sounded just like his teacher's, Mrs. Thurston-Hughes.

Mrs. Thurston-Hughes and Uncle Tony were old friends because they were both "bird people." Uncle Tony kept parakeets, which are small parrots, and he also had four big parrots. Newton, his blue and gold macaw, came from South America and was very similar to Scarlet but was blue and gold instead of scarlet in color. Macaws are among the largest parrots. They have strong voices and can be heard a city block away when they shriek. Parrots make excellent pets, but because they can be noisy, it's not everyone who can keep the big birds. Landlords and neighbors object to their shrieking.

As she poured the tea, Mrs. Thurston-Hughes became serious and her voice was controlled and quiet. Uncle Tony sensed there was something troubling her.

"I'm afraid that the years have caught up with me," she began, "and keeping up this large home has become quite impossible. I must sell it and move to a small apartment where life will be easier for me. However, I am most concerned about Scarlet. He is only forty-five years old, and he could easily live another forty years, as parrots live right into their eighties. I want him to go to a loving and understanding home. Keeping a loud, shrieking macaw in an apartment is out of the question, so I cannot take him with me."

As Uncle Tony sat quietly listening to her story, Mrs. Thurston-Hughes continued. "I know that I'm guilty of spoiling Scarlet," she said, "and, in the long run, it is never a kindness to spoil people or animals. Scarlet is noisier than most macaws. He expects constant company and attention. If I leave him alone for even a short period, he screeches until I return. My affection for him has made me his slave. Now I must find him a home — and where will I find someone who will cater to him and not mind his loud screeching? Of course a zoo is out of the question. Scarlet has lived with people for too long. I have owned him myself for over forty years. Can you help me?"

Uncle Tony was saddened by the knowledge that these old friends must part. He knew that it would be unwise to take another parrot into his home and, besides, he knew this spoiled, noisy macaw far too well; he would never be able to stand Scarlet's screeching. Perhaps he could find a good home for Scarlet, a home where the grand old lady could pay her friend an occasional visit and bring him a bag of peanuts. "I'm sorry you must make this decision," he said sympathetically, "but I'm sure it's a wise one. Please leave the problem of finding Scarlet a suitable home with me. I'll do my best to find a solution."

recall details

sense emotional reactions

make predictions

**Questions:**

What did the author tell us about macaws?
Why was Mrs. Thurston-Hughes concerned about Scarlet?
How did she feel about giving up her pet?
Why was it going to be difficult to find another home for Scarlet?
What do you think Uncle Tony will do?

A few weeks later, Uncle Tony telephoned Mrs. Thurston-Hughes. "I'd like to introduce you to a nice young couple, George and Linda. They want to meet you and Scarlet. Perhaps I could fetch you both this afternoon and take you to their cottage. It's not too far from here, down by the lake," he said.

Mrs. Thurston-Hughes agreed, and Uncle Tony arrived in his automobile to take her and Scarlet to George and Linda's home. After a short, pleasant drive, Uncle Tony parked in the driveway of a neat little cottage. It was built at the edge of the lake and had a large garden all around it. "There are no neighbors to complain about Scarlet's noisy habits here," said Uncle Tony.

"True," said Mrs. Thurston-Hughes, "but will George and Linda be prepared to put up with them? Remember, Scarlet wakes up with the dawn. He sometimes starts to screech at six o'clock in the morning. That includes Saturdays, Sundays, and holidays."

"Of all the people I know, George and Linda are the best suited to adopt Scarlet, the spoilt, noisy macaw," said Uncle Tony, as he pressed a button near the door. He waited some time, but nobody answered the door.

"Perhaps they are not at home," suggested Mrs. Thurston-Hughes.

"They're expecting us. They just haven't noticed yet that I pressed the button," said Uncle Tony.

"Noticed?" said Mrs. Thurston-Hughes, puzzled.

**Questions:**

Where did Uncle Tony take Mrs. Thurston-Hughes?
Why did this seem to be a good place to leave Scarlet?
Why do you think it took George and Linda a long time to answer the door?

"Yes. You see, George and Linda are both deaf mutes. Because they cannot hear, they have a light that goes on when someone pushes the button beside the door. Sometimes it takes a few minutes for them to notice that the light is on."

"Oh dear. I have never met a deaf mute. What shall I say? How do I act?" asked Mrs. Thurston-Hughes nervously.

"There is no reason to talk or act differently from the way you would with any other person," Uncle Tony said.

"But these people can't hear," she replied.

"Deaf people have a handicap. That's true. But they've learned to live with it and have a rich and full life in spite of it. They don't want pity. They need and appreciate patience and understanding, but no more than you expect for Scarlet, who is handicapped by his noisy behavior," said Uncle Tony.

Uncle Tony had made friends with a deaf person many years ago and, through that friendship, had met many deaf people. He had soon learned the alphabet sign language, in which each word was spelled out letter by letter with the right hand. This was a slow method of communicating. Later, Uncle Tony learned a series of hand signs. As each sign had a different meaning, this was faster than spelling every word.

At last the door opened, and George, with a broad smile, beckoned his visitors inside. Scarlet was in a covered carrying-cage and creating a fuss.

Uncle Tony introduced George and Linda to Mrs. Thurston-Hughes. He then spelled out her name to them. They greeted her warmly and offered her a comfortable chair.

Scarlet was clearly annoyed at being kept in a small cage. He shrieked and scolded loudly. Mrs. Thurston-Hughes even put her hands to her ears, the noise was so bad. "Please apologize to George and Linda," she said to Uncle Tony. "Scarlet seems to be at his worst." Then she unlatched the door of the small carrying-cage and freed the bird.

George and Linda were awed by Scarlet's beauty. They fed him nuts and made a life-long friend of him by offering him his favorite food, cheddar cheese.

"There's no need to apologize for Scarlet's noise," said Uncle Tony. "George and Linda can't hear it. That's why I think they will make the best new owners for such a noisy macaw."

"Of course!" said Mrs. Thurston-Hughes. "It's a marvellous solution."

Scarlet's perch was placed in the sunroom overlooking the lake. George and Linda discussed with Uncle Tony the list of food and care that the bird required. Then they thanked Mrs. Thurston-Hughes for the wonderful gift and invited her to visit regularly. Uncle Tony assured them they would see her soon. The old woman said good-bye to Scarlet and left with Uncle Tony. She would miss her noisy old friend, but she knew that he was in a good home.

—Tony Brady

**Questions:**

How did Mrs. Thurston-Hughes feel when Uncle Tony told her that George and Linda were deaf mutes?
How did Uncle Tony "talk" to George and Linda?
Do you think that George and Linda would enjoy having Scarlet as a pet?
Why was Uncle Tony's choice of a home for Scarlet a good one?

relate story topic to theme

Have pupils consider why many people would not want a neighbor who had a macaw as a pet. Have them suggest other pets that might be troublesome for people who live in apartments or other multiple-family dwellings.

read informational content

interpret details

***Workbook* Activity, pages 50-51: Reading informational content**
**Recalling details**
**Answering questions**

answer questions

Have pupils read the story and write answers to the questions.

# Activity 11

**Conducting an interview**

**Note:** *The most common way for children to find out what they need to know or to satisfy their curiosity is to ask questions. Interviews can be part of many different kinds of projects in which pupils gather information. For interviews to be useful in terms of acquiring new or required information, pupils will need direction in asking the right questions and in pursuing responses with more questions. Proficiency in interviewing comes, of course, with practice.*

explain term "interview"

Have pupils describe what they think happens in an interview.
Direct the discussion with clarifying questions so that pupils understand the nature of an interview.

identify personal topics

Have pupils indicate topics with which they are particularly familiar.
Record pupils' names and topics on the chalkboard.
Choose one of the topics that has been suggested. (You may wish to give a topic on which pupils can interview you.)

Have pupils dictate questions that they want to ask about the topic.

dictate interview questions

Write pupils' questions on the chalkboard.
Have pupils analyse the questions, noting those that are redundant, and arranging the questions in an effective sequence.

ask questions

Have pupils ask the questions listed on the chalkboard and other questions that occur to them as the interview progresses.
Remind pupils to stay on the topic.

summarize interview

Have pupils indicate new information that they gained as a result of the interview.

note features of an interview

Have pupils note features of an interview.
Ask: Who should start the interview?
Why should the interviewer have some questions ready?
Why should the interviewer listen carefully to the answers?
What should the interviewer do if he/she doesn't understand an answer?
What should the person being interviewed do if he/she doesn't understand the question?

interview peers

Have pupils work in groups of two or three, taking turns asking each other questions and answering those others ask.

summarize interview topic

Then have pupils take turns giving each other an oral summary of what they heard the other members of the group tell.
Have pupils correct ideas that are misinterpreted.

Arrange for pupils to interview individuals in the school (teachers, pupils in other classes, support staff, and so on).

**Experience extension:** If possible, have someone from the local humane society visit the class to talk about the treatment of pets and to be interviewed by the pupils.

read news items

interpret details

make inferences

share ideas about a topic

***Workbook* Activity, page 52: Reading news items**
**Interpreting details**
**Making inferences**
**Writing answers**

Have pupils read each news item, then answer the questions.
Have them discuss the news items and their responses to the questions.

# Activity 12

***Trampolines*, pages 134-135: Reading an essay – "How To Be a Good Dog Owner"**

**Interpretation skills:** Recognizing main idea and supporting details
Making inferences

**Core Vocabulary**
**Unit** – drink sleep
**Review** – sure chance train others

**Application of known phonic and structural principles**
owner; regularly closely; leash clean leave feed keep

use Contents page

relate personal experience to essay topic

**Preparation for reading**
Have pupils locate the title on the Contents page.
Have them suggest things they think dog owners should do to take care of their pets.

recognize purpose

recognize main idea

note details

make inferences

relate topic to unit theme

**Guiding the reading**

Have pupils read the essay to find out what rules a person should follow to be a good dog owner.

Guide pupils' interpretation of the essay, asking questions such as:

Why must dogs get shots?
How can a dog owner make sure his/her pet eats properly?
Why should a dog owner train his/her dog to obey commands?
Why should a dog owner keep his/her dog on a leash?
Why shouldn't a dog be left in the car if it is very hot?

Have pupils suggest other rules for dog owners.

write a composition

proofread a composition

read a composition orally

**Writing a composition**

Have each pupil choose an animal (other than a dog) that he/she would like to have for a pet and write what he/she would do to look after this pet. (Possible choices: cat (kitten), gerbil, parakeet, goldfish, horse, and so on).

Remind pupils to proofread their writing.

Have pupils read their compositions to each other or to the group.

# Activity 13*

**Understanding word structure – -er, -or of agent (review)**

read sentences

identify suffix -er of agent

review generalizations – doubling final consonant, dropping final e

1. Have the following sentences on the chalkboard or an overhead transparency:

   The children liked to play "Follow the Leader."
   The street sweeper made a loud noise.
   The bowler knocked all the pins down.
   The skier broke his ski when he fell down.
   The skaters in the ice show wore beautiful costumes.
   The winner got a silver trophy.
   A surprise visitor came to our class. It was a puppy.

   Have pupils
   – read each sentence
   – identify the underlined words
   – identify the suffix
   – give the meanings of the underlined words
   – note the use of or in visitor

   Have pupils note the words skaters and winner and review the generalizations for adding suffixes to words ending in silent e and for doubling the final consonant.

write words

write sentences

2. Duplicate the following activity. Have pupils who require the additional practice complete the exercise. Check the exercise with pupils.

*Read a poem today.*

Write the words that mean:
someone who owns something _____
someone who reads _____
someone who teaches _____
something that plays records _____
something that records your voice _____
something that cuts the grass _____

Use each word in a sentence:
mixer actor baker singer speaker

# Activity 14

**Writing a group composition – booklet**

**review discussion of unit theme**

Have pupils recall discussion of the unit theme, Treatment of pets, and some of the ideas they considered.
Suggest to them that they plan a booklet entitled "Treatment of Pets."

**identify topics related to theme**

Have them suggest topics that would be suitable for inclusion in such a booklet.

Some topics that you might suggest to get the discussion started include:
- –choosing a pet
- –getting ready for a pet
- –making a home for a pet
- –training a pet to behave
- –teaching a pet tricks
- –what to do if your pet gets lost
- –what to do if your pet gets sick

**organize topics**

Write pupils' suggestions on the chalkboard.
Have pupils study the completed list and decide on the sequence of topics.

**write compositions**

Have pupils work in pairs to write compositions about topics of their choice.

**revise compositions**

In other lesson periods, have pupils study each rough draft, noting features that need revising.

**plan format of booklet**

Have pupils decide on a format for the booklet and plan the illustrations to accompany each section.
Have each group prepare a final draft of its section.
Assemble the compositions in book form.
Have pupils prepare covers and contents pages.

# Activity 15*

**Recognizing core vocabulary** – **enough** **say** **drink** **write** **between** **care** **longer** **sleep** **thought** **shoes** **closer** **gone** **covered** **eyes**

1. Have the following sentences on the chalkboard or an overhead transparency:
   (i) Laura looked in the store window but she didn't see her favorite shoes. She thought they were gone. Then she saw them sitting between two very big boots. She had enough money to get the shoes and she couldn't wait any longer to try them on.
   (ii) Here are some things to do to take good care of a puppy.
   Give it water to drink.
   Let it get enough sleep.
   Give it some old shoes to play with.
   (iii) Did you say we could write stories about our favorite animals?
   (iv) Is your desk closer to the window or the door?

   read sentences

   recognize core vocabulary

   Have pupils read the sentences. Have pupils mark the core vocabulary words as you name them.

2. Select the core vocabulary words that pupils have difficulty identifying. Provide additional practice activities similar to the foregoing. Have pupils use the core words in sentences.

   write sentences

***Workbook* Follow-up, page 53: Assessment— Recognizing core vocabulary Closing sentences**

recognize core vocabulary

close sentences

Have pupils close each sentence, using words from the list at the top of the page.

**Extra teaching:** Have pupils mark core vocabulary words as you name them.

| Sentence | Underline | Circle |
|---|---|---|
| 1 | listen | like |
| 2 | rain | against |
| 3 | school | between |
| 4 | close | edge; off |
| 5 | children | enough |
| 6 | name | remember |
| 7 | pictures | above |
| 8 | instead | — |
| 9 | even | though |
| 10 | morning | thought |
| 11 | — | yesterday |
| 12 | someone | special |

# Activity 16

**Oral reading to convey emotions**

Have the following sentences on the chalkboard or on an overhead transparency:

> "You tell him, Mrs. Gibson," cheered Hotrod. "YOU tell him! Imagine anyone not liking gerbils!"
>
> "GLASS house!" shrieked Hotrod. "I don't want a glass house. Just leave me in this box, and put a lid on it, so the Night Sweeper can't get me!"
>
> "Say," thought the furry little fellow, "these children LIKE me," and that made Hotrod feel very important.
>
> "Please give me something to eat," he begged, peering at the children's faces hopefully. "See my tongue hanging out?"
>
> "Look! Hotrod's READING!" they shouted.
>
> "I am! I am!" cried Hotrod. "What a nice Night Sweeper you are! To think I was afraid of you. I thought you were going to eat me."

**read sentences**

**identify words that indicate emotion**

**evaluate oral reading**

Have pupils:

- –read the sentences silently
- –identify the words that provide clues on how to read the sentences
- –read the sentences orally
- –evaluate the oral reading

**read orally to convey emotions**

Have pupils select passages from books or stories they have read independently and prepare a passage to read orally to the group in other lesson periods.

**evaluate oral reading**

Have pupils evaluate each oral performance.

# Activity 17

***Workbook* page 54: Interpreting illustrations**
**Writing captions**

**review features of cartoon strips**

Have pupils recall their favorite comic strips. Comment on the information that a reader uses when reading a comic strip (for example, facial expressions, words in speech balloons, lines that indicate movement, pictures).

Have pupils tell what they know about horses and some of the things that would be necessary in caring for a horse.

**express personal ideas about a topic**

**interpret cartoon strips**

Have pupils look at the cartoons in *Workbook*, page 54, and note that some are individual cartoons while others are cartoon strips. Have pupils study the cartoons, then discuss the ideas presented in each cartoon or cartoon strip.

**write captions for cartoon strips**

Have pupils write the story line for the cartoon strips and a caption for each individual cartoon.

**proofread written work**

Remind pupils to proofread their written work.

**share compositions**

Have pupils share their captions by reading them aloud to the group.

**Experience extensions:**

1. Read *A Comick Book of Pets* by Arnold Roth (Charles Scribner's Sons, 1976) to the pupils.
2. Have pupils write their versions of a comic book of pets.
   Some suggested themes: Dog Tired
   Dog's Best Friend
   Letting the Cat Out of the Bag

**Checking achievement**

Do pupils

- –read attentively for extended periods of time?
- –recognize behaviors that contribute to effective group discussions?
- –co-operate in group discussions?
- –show willingness to participate in a variety of oral language activities?
- –use a variety of sentence patterns in written work?
- –show interest in writing voluntarily?
- –show an interest in using the dictionary to get word meanings?

Can pupils

- –recognize core vocabulary independently?
- –recognize multiple meanings of words?
- –recognize derived forms and note changes in meaning?
- –identify derived forms with suffixes -ish, -ment?
- –use knowledge of syllabication and word structure to identify words?
- –recognize final syllable in words ending in le?
- –interpret cartoon strips?
- –recognize features of an interview?
- –organize ideas to write a booklet?
- –make judgments in listening? in reading?
- –make predictions in listening? in reading?

*Good for you!*

# Spelling

## Unit Words

| | | |
|---|---|---|
| cold | of | favorite |
| older | ones | animals |
| broke | only | chicken |
| hope | o'clock | robin |
| ghost | many | monkey |
| goes | until | elephants |
| open | | |

## Spelling Activity 1

cold ghost ←
older goes
broke open
hope

1. Use the pretest procedure with the words at the left.
2. Have pupils note the use of the vowel letter o to represent /ō/ in each word.
3. Have them note the use of gh to represent /g/ in ghost.
4. Have them note the use of e to represent the schwa sound in the unaccented syllable in open.

bold colder ←
fold bolder
told folder
sold holder
hold
spoke lope
joke slope
poke mope
stroke rope
ghosts most
post host
opened toes
opening hoes

5. Dictate the words at the left to extend the spelling list.
6. Use the WSP with any words that are misspelled.

***Workbook* Follow-up: page S21**

Have pupils complete the exercise independently.

Check the spelling with pupils.

## Spelling Activity 2

Dictate the following sentences:

The fat ghost almost broke the post.
Are you older than your sister?
You can open the box now.
It's cold outside today.

Have individual pupils write the sentences on the chalkboard.
Direct pupils in proofreading the sentences on the chalkboard and in checking their own dictation.

## Spelling Activity 3

of
ones
only

1. Use the pretest procedure with the words at the left.
2. Direct pupils' attention to:
   - –the use of f to represent /*v*/ in of
   - –the use of o-n-e-s to represent /*wunz*/
   - –/ō/ in only
3. Use the WSP with any words that are misspelled.

## Spelling Activity 4

1. Dictate the following:
   of them all
   seven ones
   only five
   Check the spelling with pupils.

o'clock
many
until

2. Use the pretest procedure with the words at the left.
3. Direct pupils' attention to:
   - –the use of the apostrophe in o'clock (Tell pupils that originally this word was a phrase, "of the clock.")
   - –the use of a to represent /*e*/ in many
4. Use the WSP with any words that are misspelled.

***Workbook* Follow-up: page S22**

Have pupils study directions and complete the exercise independently. Check the exercise with pupils.

## Spelling Activity 5

1. Pronounce the following words, one by one. Have pupils identify the sounds in each word.
   Write the pronunciation symbols for each word on the chalkboard.
   Have pupils write each word. Check the spelling.

| | |
|---|---|
| make | (māk) |
| stay | (stā) |
| rain | (rān) |
| eight | (āt) |

   Have pupils note that different letters may be used to spell the same vowel sound.

2. Use the following groups of words with pupils who need additional instruction. Use the procedure described in step 1.

| | | | |
|---|---|---|---|
| may | pain | bake | weight |
| play | train | cake | freight |
| way | stain | shake | weigh |
| day | chain | take | sleigh |
| pay | grain | snake | |
| hay | | lake | |
| ray | | | |

## Spelling Activity 6

favorite chicken animals animal favor chick chickens

1. Use the pretest procedure with the words at the left.
2. Dictate the words at the left to extend the spelling list.
3. Use the WSP with any words that are misspelled.

## Spelling Activity 7

1. Use the procedure described in Activity 5, step 1, with the following words:

| | |
|---|---|
| week | (wēk) |
| real | (rēl) |
| gets | (gets) |
| friend | (frend) |
| said | (sed) |

2. Use the following groups of words with pupils who need additional instruction:

| | | | |
|---|---|---|---|
| weeks | each | nest | wear |
| trees | reach | rest | tear |
| sleep | real | test | |
| feed | seal | west | |
| wheels | eat | | |
| feet | treat | | |
| teeth | neat | | |

## Spelling Activity 8

Dictate the following:

favorite ghost
farm animals
flying chicken
open at one o'clock
wait until seven o'clock

Check the spelling with pupils.

## Spelling Activity 9

robin elephants monkey robins elephant monkeys

1. Use the established pretest procedure with the words at the left.
2. Dictate the words at the left to extend the spelling list.
3. Use the WSP with any words that are misspelled.

***Workbook* Activity: page S23**

Have pupils complete the page independently.
Check the exercise with pupils.

## Spelling Activity 10

1. Use the procedure described in Activity 5, step 1, with the following words:

| | |
|---|---|
| cold (kōld) | walk (wok) |
| hope (hōp) | watch (woch) |
| hop (hop) | coat (kōt) |
| snow (snō) | toes (tōz) |

2. Use the following groups of words with pupils who need additional instruction:

| | | | | | |
|---|---|---|---|---|---|
| bold | rope | know | hose | goes | boat |
| sold | slope | show | rose | hoes | road |
| gold | broke | crow | nose | | cloak |
| fold | spoke | yellow | | | coach |
| hold | joke | pillow | | | soak |
| | poke | shadow | | | goat |

| | |
|---|---|
| stop | talk |
| hop | chalk |
| drop | |
| shop | |

***Workbook* Activity: page S24**

Have pupils complete the exercise independently.
Remind pupils to write legibly and to proofread their paragraphs.

## Spelling Activity 11

**Assessment**

favorite o'clock ←
cold hope
of many
animals monkey
older until
ones ghost
broke elephants
chicken goes
only open
robin

Dictate the words at the left, using the established test procedure.
Check pupils' spelling and provide additional instruction as required.
Remind pupils to record any misspelled words in *Workbook*, page S32.

# Unit 63 Theme: Tales old and new

| LISTENING | SPEAKING | READING | WRITING |
|---|---|---|---|
| **Activity 1**<br>Listening to a poem | Using descriptive language | | |
| | | **Activity 2***<br>Understanding word structure – derived forms with prefixes un-, dis-, im- | |
| Considering ideas of peers | Dramatizing a story | **Activity 3**<br>*Trampolines*, pp. 136-147: Reading a story | |
| Listening to peers | Evaluating story endings | Reading story endings orally | *Workbook* Activity, p. 55: Writing a story ending |
| Recognizing syllables | | **Activity 4***<br>Applying syllabication generalizations | Writing words in syllables |
| | Explaining dictionary meanings | **Activity 5**<br>*Workbook*, pp. 56-57: Assessment – Using the dictionary to define words | Writing answers |
| | **Activity 6***<br>Elaborating sentences | | Writing sentences |
| Listening to peers | Responding to ideas in a story | **Activity 7**<br>*Trampolines*, pp. 148-154: Reading a story<br>*Workbook*, Follow-up, p. 58: Understanding a story | |
| Considering ideas of classmates | Planning story content | | **Activity 8**<br>Writing a group composition – imaginative story |
| | | **Activity 9***<br>Understanding word structure – derived forms with suffixes -ful, -less -ness, -ish, -ment<br>*Workbook* Follow-up, p. 59: Assessment – Understanding derived forms | |
| Considering ideas of peers | Evaluating a group composition | Reading a group composition | **Activity 10***<br>Revising a group composition |
| **Activity 11**<br>Listening to a legend | Responding to ideas in the story | | |

| | | | |
|---|---|---|---|
| Recognizing syllables and accent | | **Activity 12**<br>Applying generalizations for vowel sounds in accented syllables<br>*Workbook* Follow-up, p. 60: Assessment – Recognizing syllables and accent<br>Closing sentences | Writing words in syllables<br>Writing words to close sentences |
| | **Activity 13**<br>Developing vocabulary – shades of meaning | | |
| Listening to classmates | Responding to ideas in the poem | **Activity 14**<br>*Trampolines*, pp. 155-160: Reading a poem<br>**Activity 15***<br>Recognizing core vocabulary<br>**Activity 16***<br>Applying phonic knowledge<br>*Workbook* Follow-up, p. 61: Understanding details in a poem<br>Making inferences | Writing an answer |
| **Activity 17**<br>Listening to a fable | Dramatizing a fable | Reading a play<br>*Workbook* Activity, pp. 62-63: Interpreting sound effects for a story<br>**Activity 18**<br>*Workbook*, p. 64: Assessment – Recognizing core vocabulary | Writing a play |
| | | If needed, additional phonics lessons for review and maintenance are in the Appendix. | Spelling Activities are detailed at end of unit. |

## INDEPENDENT ACTIVITIES

1. Have pupils read library books and prepare short reports on them.
2. Have pupils make a collection of their favorite fairy tales. Have them prepare some for telling to the group in a sharing period.
3. Have pupils interview members of another discussion group to obtain information about a topic that they did not have an opportunity to discuss.
4. After reading "How the Farmer's Wife Took Care of Things," have pupils write stories telling of other magical things the "stranger" did.
5. Have pupils compile lists of derived words with the prefixes un-, dis-, im-, and the suffixes -ful, -less, -ness, -ish, -ment.
6. After reading "Jonathan Brown and New Town," have pupils make lists of old things they would like to have replaced and then draw pictures of the new things they want as replacements.

*Have a happy day!*

## BOOKS TO READ

1. *The Magic Flute*, W.A. Mozart (Scroll Press)
   With the aid of a magic, gold flute, Tamino sets out to rescue the beautiful princess Pamina.

2. *The Witch's Pig*, Mary Calhoun (Morrow)
   Adaptation of a Cornish folk tale about how Betty Trenoweth pays Tom back for tricking her out of her pig.

3. *The Magic Pot*, Patricia Coombs (Lothrop)
   A demon pot helps a poor old couple to prosper.

4. *The Tale of the Magic Bread*, Mary Schaeppi (Scroll Press)
   Princess Rose insists on a special wedding present – a loaf of bread that never diminishes as it is cut.

5. *The Fisherman's Bride*, Barbara Swiderska (Scroll Press)
   A young fisherman, who is intelligent and determined, sets out to win the hand of the princess.

6. *The Thieving Dwarfs*, Mary Calhoun (Morrow)
   Farmer Karl is the only human who befriends the dwarfs, and because of them he sees many miraculous things.

7. *Princess Rosetta and the Popcorn Man*, Mary E. Wilkins. Retold by Ellin Greene (Lothrop)
   A ragged man sets out with his poppers and kernels to find the missing princess.

8. *The Pixies and the Lazy Housewife*, Mary Calhoun (Morrow)
   Bess is not afraid of pixies and goes out to trap some little green men to help with her housework.

9. *My First Big Story Book* (Books 1, 2, 3), ed. Richard Bamberger (Puffin)
   Nursery, bed-time, and fairy tales from many lands.

10. *The Magic Wall*, Judy Varga (Morrow)
    Old Austrian tale of how King Bertram tries to persuade King Frederick to erect battle walls around his friendly castle.

11. *The Day Tuh Became a Hunter and Other Eskimo Stories*, Ronald Melzach (McClelland)
    Ten Eskimo legends of wild beasts, brave deeds, and spirits.

12. *How the Chipmunk Got Its Stripes*, Nancy Cleaver (Clarke, Irwin)
    Algonkian "How" legend, told simply and with humor.

13. *Eskimo Songs and Stories*, translated by Edward Field (Delacorte Press)
    A compilation of traditional legends and songs.

# Activity 1

**"Tea-Time": Listening to a poem**
**Forming sensory impressions**

Tell pupils that you are going to read them a poem about a tea party that took place at a magical moment.

**Note:** *The names mentioned in the poem refer to vines, shrubs, trees, or plants.*

**attend to a poem**

**form sensory impressions**

Read the poem "Tea-Time."
Have pupils listen to enjoy the rhythm of the poem and the descriptive expressions.

## TEA-TIME

Once upon a time
In the middle
Of a moment
At *exactly*
Half-past-three;
A Morning Glory
Flower Fairy
Sat down
To have her tea
Buttercup tarts
And
Daffodil cakes
Were all set out
On rose-leaf plates;
Sweetpea pies
And thistledown rolls
Nestled very comfortably
In bunchberry bowls,
And one small cup
Of speedwell blue
Was filled to the brim
With apricot dew.

**Questions:**
What kind of make-believe creature is the poem about?
Where does the fairy live?
What colors did you think of as you listened?

The sun beamed yellow
And the grass grew green
And there wasn't a cloud
In the sky to be seen.
Then a voice said,
"Oh!
Oh, dear,
Dear, me!
I'm *excruciably*
Hungry –
May I join you
For tea?"

The fairy smiled,
"Of course you may
If you'll tell me
Your name."

"If it's all the same
I'd rather not;
It's a little bit long
And quite a lot
To say all at once
Without any tea."

**Questions:**
What kind of day is it?
Is the visitor very hungry? How do you know?
What colors did you think of as you listened?

"Oh, I see,"
Said the fairy.
"Then do have some dew,
Some tarts,
And some cakes,
And some pies, too.
And as for your name –
Perhaps I can guess.
Does it start with
With an S?
Is it Sassafras
Or Sarsaparilla?

Aspen?
Or Willow?
Spicebush?
Inkberry?
Or Black Tupelo?
Are you called
Sweetfern?
Buckthorn?
or
Sloe?"

*Have you helped pupils to prepare before reading orally?*

"Oh, fairy, dear,
I can tell you now
For I feel very strong
After apricot dew,
Rolls, and
Cakes, and
Pies, too.
My name has
One M
Two OO's
And
One N;
One S
Two EE's
And
One D;
I'm MOONSEED
The goblin
The pixie
The imp,
And
I thank you
So much
For my
Tea!"

—Joan Goddard

**Question:**
Who was the fairy's visitor?

Reread the last stanza. Have pupils write the letters in Moonseed's name as you read them. Have pupils read the name.

make comparisons

extend vocabulary

**Questions:**
Do you think a goblin, a pixie, and an imp are all the same?
In what ways do you think they are different?

**Experience extensions:**
1. Tape-record the selection. Have pupils work in groups to prepare choral presentations.
2. Have pupils listen to the tape, then illustrate the poem.

# Activity 2*

**Understanding word structure – derived forms with prefixes un-, dis-, im-**

read sentences

identify root words in derived forms

define words

review term "prefix"

Have the following sentences on the chalkboard or on an overhead transparency:

The unhappy children didn't smile at us.
The cat dislikes having a bath.
The impatient driver honked the car horn.
My shoelaces are untied.
The children disagreed about the score in the game.
The water in the ditch is impure.

Have pupils:
–read each sentence
–identify the underlined words
–identify the root in each underlined word
–give the meanings of the underlined words and prefixes
–review the meaning of the term "prefix"

# Activity 3

***Trampolines*, pages 136-147: Reading a story – "Emmelina Semolina"**

**Interpretation skill:** Distinguishing fact, fiction, and fancy

*Pupils at this level should recognize incidents and characters that make a story fanciful. They should note that some stories are about characters who might be real but that the incidents are not plausible.*

**Core Vocabulary**
**Unit** – yet answer table only any much
**Review** – special

**Application of known phonic and structural principles**
listen climb knock answer thought walked

describe imaginative situations

**Preparation for reading**
Write the word imagine on the chalkboard. Have pupils describe briefly what it means and some of the things that they like to imagine.

use Contents page

Have pupils locate the title of "Emmelina Semolina" on the Contents page.

note unusual story beginnings

Have pupils study the story beginning on page 136 and tell how this story beginning is different.
Have them study the illustration and comment upon the story setting and the character Emmelina Semolina.

**Note:** *This selection lends itself to oral interpretation. You may wish to read it to the pupils.*

read an imaginative story

**Guiding the reading**
Read the selection with pupils. Have them join in reading the sections with "noise" words and Emmelina's songs.

Use the following questions to guide pupils' interpretation of the selection:

**Questions:**

sense emotional reactions

What was unusual about the place where Emmelina lived?
Why do you think she felt gloomy at the beginning of the story?
How do you think Emmelina felt when she saw her visitors?
Why did Prince Peter come to see Emmelina?
What did Emmelina think of his request?
How do you think the visitors felt when Emmelina said that she didn't have any bells?
Why do you think they wanted her to sing her song?
Why were Prince Peter and his pets happy?
Why were they in a hurry to get to Proon?
Why were the people rushing around the palace?
How did Princess Partita feel?
Why did Emmelina keep singing?
Why were the Proonians happy?
Why didn't Araminta Shortcrust believe Emmelina's story?

interpret details

distinguish fact and fancy

**use context cues to give word meanings**

Guide pupils in using context cues to give the meanings of the following words:

page 137: gloomy
page 138: slender
page 140: vanished; situation
page 145: chandelier
page 147: flaw

**dramatize a story**

In another lesson period, guide pupils in preparing dramatic presentations of the story, by having them:

- –reread the story to become more familiar with it
- –plan the story happenings that will be included in the dramatization
- –select individuals to play the roles
- –decide what things can be used to create sound effects
- –pantomime the story
- –add words to the pantomime
- –rehearse the dramatization and make needed changes

Have pupils present their dramatizations to the class.

**evaluate dramatizations**

Have pupils evaluate the dramatizations by asking questions such as:

What made the scenes interesting? amusing?
Did the characters work together?
Did the characters keep the action moving?
How could the sound effects be improved?
How could the characters improve their speaking? their actions?

***Workbook* Activity, page 55: Writing a story ending**

**write a story ending**

Have pupils read the episode, then write what they think the children in the line said after the "four jokers" left.

**read sentences**

Have pupils read their sentences to each other.

# Activity 4*

**Recognizing syllables**
**Applying syllabication generalizations**

**identify syllables**

**form generalizations for syllabication**

1. Have the following words on the chalkboard:

| | | |
|---|---|---|
| thimble | amount | beneath |
| border | uncle | supply |

Have pupils:

- –write each word in syllables
- –review three generalizations for syllabication:

– in words ending in le preceded by a consonant letter, that consonant usually begins the last syllable (thimble, uncle)
– in words where two consonants appear together, the word is divided into syllables between the two consonants (border, supply)
– in words where the first vowel letter is followed by a single consonant, the word is divided after the vowel letter, with the consonant beginning the second syllable (amount, beneath)

**identify two-syllable word**

**read sentences orally**

2. Have the following sentences on the chalkboard:
   (i) He wore a rabbit costume to the party.
   (ii) The baby monkey was very timid.
   (iii) They placed the pony in a cosy stable.
   (iv) The little dog nibbled the biscuit.
   (v) The sisters had many freckles on their faces.
   (vi) We listened to the dentist's comments about dental care.
   (vii) The nimble kitten chased a pebble.
   (viii) They left the cradle beside the door.

   Have pupils
   – underline the two-syllable words
   – divide each word into syllables
   – pronounce the words
   – read each sentence aloud

**apply syllabication generalizations**

Select several of the two-syllable words. Have pupils review the syllabication generalizations that apply to those words.

# Activity 5

***Workbook* pages 56-57: Assessment – Using the dictionary to define words**

**read dictionary entries**

Have pupils read the entries for acorn and arrow.

**note how words are defined in a dictionary**

Have them review the ways in which words are defined in the dictionary – by explanation or description, use in an illustrative sentence, and in pictures or diagrams.

Have pupils review how words are arranged in a dictionary.

**recognize alphabetical order**

Have pupils use the dictionary entries on page 56 to answer the questions on page 57.

# Activity 6

**Elaborating sentences**

1. Have the following sentence on the chalkboard or on an overhead transparency:
   One day in the summer, the farmer decided to go down the mountain to the Fair.

expand sentences

use descriptive words

Read the sentence to the pupils.
Have pupils dictate words to describe day, summer, and farmer.
Have them dictate new endings telling what the farmer decided to do.

2. Have the following sentence on the chalkboard or on an overhead transparency:

   A long time ago, on a lonely farm in the mountains of a far-away country, lived a farmer and his wife.

note repetitive sequence of phrases

Read the sentence to the pupils.
Have them note the sequence of the expressions on a lonely farm, in the mountains, of a far-away country.

Have pupils dictate other phrases that maintain this repetitive sequence.
Have them provide other descriptive words for farm, mountains, and country.

# Activity 7

***Trampolines*, pages 148-154: Reading a story – "How the Farmer's Wife Took Care of Things"**

**Interpretation skills:** Making inferences
Distinguishing fact and fancy

Making inferences. *The reader should be able to combine information supplied by the author with information already known about the topic. Sometimes the reader has to supply information from his/her own experience to fill in gaps left by the author.*

Distinguishing fact and fancy. *The reader should be able to recognize features of fanciful writing.*

**Core Vocabulary**
**Unit** – shall small well may set
**Review** – though enough sure

**Application of known phonic and structural principles**
lonely certainly suddenly shortly calmly
contemptuously scornfully thoughtfully firmly
presently fiercely politely peacefully especially

use Contents page

interpret illustrations

make predictions about story content

read a story

**Preparation for reading**
Have pupils locate the title on the Contents page.
Tell pupils that the story is a folk tale from Iceland.
Have them discuss what the title tells them about the farmer's wife.

**Guiding the reading**
Have pupils read the story to find out what the farmer's wife did to take care of things.

Guide pupils' interpretation of the selection, using questions such as:

pages 148-149

**make inferences**

Why did the woman tell the stranger that her husband was busy in the barn?

**recognize fanciful writing**

Do you think the woman should have acted in another way?
Why do you think the stranger came to the farmer's house?

**use intonation to convey meaning**

Have pupils read the conversation on page 149, using intonation to convey the idea that each character thought "otherwise."

pages 150-151

Why do you think the woman wanted the stranger to shrink?
Do you think the stranger was very clever?
Why do you think he kept shrinking?
What clever things did the woman do?

pages 152-153

Why did the farmer want to make a bargain with the stranger?
Why did the stranger agree to the bargain?
What happened to the farmer's cattle? Do you think the stranger did that? Why?

page 154

Why was the farmer upset?
Did the stranger get the best of the farmer and his wife?
What do you think became of the stranger?
What incidents tell you that this is a fanciful story?
What parts of the story could be true?

**use context cues to give word meanings**

Guide pupils in using context cues to give the meanings of the following words:

page 148: pride; startled
page 149: calmly
page 150: uncommon; dwindled
page 151: contemptuously
page 152: bargain
page 154: precious; rare

**read orally**

Have pupils choose parts of the story and prepare to read them orally to the group.

**dramatize a story**

**Experience extension:** Have pupils work in groups of three to prepare dramatizations of the story.

### *Workbook* Follow-up, page 58: Understanding story details Making inferences

**understand story details**

Have pupils read each question, then mark an X in the box beside the sentence that is the best answer.

**make inferences**

Discuss the exercise with pupils. Have them justify their responses by referring to the story.

# Activity 8

**Writing a group composition – imaginative story**

review terms "true" and "make-believe"

Have pupils review the terms "true" and "make-believe" as related to selections that they have read or heard.

note features of make-believe stories

Have pupils summarize incidents from familiar stories that make the stories imaginative (for example, magic, animals or plants that talk and do other things that people do, and so on).

recall story details

Have pupils recall the story "How the Farmer's Wife Took Care of Things," *Trampolines*, pages 148-154.

Suggest to them that they develop another story about the farmer, his wife, their miniature cattle, and the stranger.

suggest incidents for a story

write an imaginative story

Have pupils suggest incidents. For example, what would have happened if the stranger had kept getting bigger rather than smaller? Write the incidents on the chalkboard. Have pupils select the incidents that appear to have the best possibilities for an interesting story (for example, unusual situation, surprise ending, humorous, trick, and so on) and write the story.

You may wish to have pupils dictate the beginning of the story and then finish writing the story in their group.

proofread a story

Have pupils proofread the completed story.

# Activity 9*

**Understanding word structure – derived forms with suffixes -ful, -less, -ness, -ish, -ment**

Have the following sentences on the chalkboard.

(i) The lost puppy was homeless.
(ii) The ballet dancers were very graceful.
(iii) The brightness of the sun on the new snow was blinding.
(iv) The children reached an agreement about who would take the turtle home.

read sentences

identify root words in derived forms

define words

review term "suffix"

Have pupils:

- read each sentence
- identify the underlined word
- identify the root in each underlined word
- give the meaning of each underlined word and suffix
- review the meaning of the term suffix

read sentences

interpret derived forms

use context cues

close sentences

***Workbook* Follow-up, page 59: Assessment – Understanding derived forms with prefixes and suffixes**
**Using context cues**
**Close sentences**

Have pupils follow directions given with the exercise.

# Activity 10*

**Revising a group composition**

read group compositions

evaluate group composition

Have pupils read the imaginative story written in Activity 8.
Guide pupils' evaluation of the story, using questions such as the following:

Does the beginning of the story make you want to keep on reading?
Have events in the story happened too fast (or too slowly)?
Do the conversations sound natural?
Is the ending interesting?
Which words should be replaced with more descriptive ones?
Which sentences need to be rewritten?

revise group composition

Have pupils focus on one or two features that need revising.
Have them work in groups to rewrite the selected parts of the story.

share stories with classmates

Have the revised stories presented to the class. You may wish to have pupils dramatize their stories rather than reading them orally to the group.

# Activity 11

**"How Raven Lost His Beak": Listening to a legend**
**Distinguishing fact and fancy**
**Sensing emotional reactions**
**Making inferences**

Tell pupils that the story you will read is a legend told by the Indians on the west coast of British Columbia. The raven is a very tricky bird that is a character in many Indian legends.

recognize purpose for listening

Have pupils listen to find out what happened to Raven's beak.
Read the story "How Raven Lost His Beak."

### HOW RAVEN LOST HIS BEAK

Raven was a tricky fellow who possessed supernatural powers. He could change from bird, to man, to animal whenever it suited him.

One day, Raven was wandering along the beach looking for food, when he saw some men fishing for halibut. He dived below the water and began stealing the bait and fish from their hooks.

The fishermen were puzzled by the loss of their bait. Suddenly one of them felt a tug on his line and gave it a quick jerk. The hook caught Raven's beak, and try as he did, he could not free himself. Finally, his beak came away on the hook.

The fisherman drew the strange-looking object from the water, puzzled by his catch. Though he and his companions studied it a long time they could not tell what it was. They took it back to the chief's house where they hung it on the wall. Even the wisest men could not identify it.

Raven decided he had to recover his beak. He changed himself into an old man with a long beard, and his feathers into a blanket. Hiding his beakless face with the blanket, he went to the chief's house. He asked to see the strange object, hinting he might be able to clarify the mystery.

As they handed it to him, he pretended to study it carefully, turning it over and over in his hands. Then, he swiftly lifted the blanket, and clapped the beak onto his face. He immediately turned into Raven again, and flew away, mocking and jeering at the men as he went.

— Betty Sanders Garner

make inferences

sense emotional reactions

distinguish fact and fiction

**Questions:**

How do you know that Raven was an unusual bird?
Did the fishermen know what was happening to their bait?
How did Raven lose his beak?
What did the fishermen do with Raven's beak?
How did Raven trick the people again?
How do you think the people felt when they saw Raven getting his beak back?
Do you think this is a true story? Why?

relate personal experience to unit theme

Have pupils recall other stories that tell about extraordinary things that animals or birds can do.

use context cues to give word meaning

Read the sentences that follow and guide pupils in using context cues to give the meanings of the underlined words:

Raven possessed supernatural powers. He could change from bird, to man, to animal whenever it suited him.

The fishermen were puzzled by the loss of their bait.

The fisherman and his companions studied the strange-looking catch for a long time.

Raven decided he had to recover his beak.

**Experience extensions:**

1. Read pupils other legends told by Canadian Indians.
2. Have pupils write legends about other animals. Suggested topics:
   - How Bear Lost His Tail
   - How Lion Lost His Mane
   - How Leopard Lost His Spots
   - How Cat Lost His Whiskers
   - How Dog Lost His Bark
   - How Coyote Lost His Howl

*Have you scheduled time for pupils to read alone?*

# Activity 12

**Applying generalizations for vowel sounds in accented syllables**
**Recognizing accented syllable and schwa sound of unaccented syllable**

1. Have the following words on the chalkboard:

| | | |
|---|---|---|
| cottage | winter | pinto |
| leopard | season | frantic |
| tiger | hockey | amaze |
| struggled | saddle | complete |

identify syllables

identify vowel sounds

Have pupils:
- –write each word in syllables
- –mark the accented syllables
- –identify the vowel sound in each accented syllable
- –pronounce the word

2. Have the following sentences on the chalkboard:
   The extra baggage was very heavy.
   The turtle was lying on the bottom of the pond.
   The pilot moved the plane along the runway.
   The monster looked like a dragon.
   The ground is frozen in the winter.
   He needed a mask to complete his scary costume.

Have pupils:
- –underline the two-syllable words
- –write each word in syllables
- –mark the accented syllable
- –identify the vowel sound in each accented syllable
- –identify syllables containing the schwa sound
- –pronounce each word
- –read each sentence aloud

**Note:** *You may wish to break this Activity here.*

identify accented syllable

recognize schwa sound

3. Say the following words:

| | | |
|---|---|---|
| lesson | certain | tailor |
| moment | ribbon | garden |
| soda | hidden | fragrant |

Have pupils:
- –identify which syllable is accented
- –identify the vowel sound heard in the unaccented syllable

Write the words in syllables on the chalkboard.
Have pupils:
- –pronounce each word
- –identify the vowel sound heard in the accented syllable
- –note that the vowel sound in the unaccented syllable is the same in all the words, regardless of the vowel letter.

review term "schwa sound"

Have pupils review the term schwa sound. Remind pupils of the special symbol /ə/ that represents the schwa sound. Write the schwa symbol above each of the unaccented syllables in the words on the chalkboard.

4. Have these words on the chalkboard:

| | | |
|---|---|---|
| lesson | parade | supply |
| appeal | salute | suggest |
| support | supreme | about |

Have pupils:
- –divide the words into syllables
- –pronounce each word
- –mark the accented syllable
- –mark the schwa symbol over each unaccented syllable

***Workbook* Activity, page 60: Assessment – Recognizing syllables and accent**
**Closing sentences**

recognize syllables and accent

close sentences

Have pupils follow the directions in the *Workbook*.
Check the exercise with pupils.
Have them give responses orally.

# Activity 13

**Developing vocabulary – synonym – shades of meaning**

review term "synonym"

dictate synonym

discuss shades of meaning

Have pupils review the term "synonym."
Have them give words that are synonyms for walk, laugh, said.
Write pupils' suggestions on the chalkboard. Have pupils discuss briefly the differences in meaning in the synonyms that are listed for each key word.

note concepts "big" and "little"

Have pupils recall the story "How the Farmer's Wife Took Care of Things" and note that the ideas of big and little were important in the story.

dictate synonyms for "big"

Write big on the chalkboard.
Have pupils dictate synonyms for big. Have them tell what they would describe with each synonym.

discuss shades of meaning

Synonyms for big: huge, large, enormous, gigantic, vast, great, giant-sized, massive, immense, mammoth, monstrous, colossal, mountainous, whopping, overgrown, gargantuan

dictate synonyms for "little"

Write little on the chalkboard.
Have pupils dictate synonyms for little. Have them tell what they would describe with each synonym.

Synonyms for little: tiny, wee, small, miniature, dwarf, minute, microscopic, pinpoint

# Activity 14

***Trampolines*, pages 155-160: Reading a poem – "Jonathan Brown and New Town"**

**Interpretation skills:** Making inferences
Distinguishing fact and fancy

**Core Vocabulary**
**Unite** – only answer brought dressed boy words
**Review** – almost remember mean clothes closer

**Application of known phonic and structural prinicples**
unpleasant disgrace; finally darkly newly fiercely; sandy scabby

**Preparation for reading**

use Contents page

Have pupils locate the title on the Contents page.

express personal ideas

Have pupils describe briefly things that they think should be in a new town.

**Guiding the reading**

**Note:** *This selection should be read to the pupils so that appropriate patterns of intonation are used to convey the meaning.*

read a story poem

Read the poem to the pupils.
Have them follow in their books as you read.

Guide pupils' interpretation, using questions such as the following:

page 155

make inferences

recognize fanciful writing

- Why was Jonathan in a bad mood?
- Do you think he deserved to be punished?
- Have you ever felt the way Jonathan did about his trike?
- What did you do?
- What did Jonathan's father think of Jonathan's behavior?
- Why did Jonathan make so much noise when he went to his room?
- What do you think of Jonathan's behavior?

pages 156-157

- How do you know that Jonathan was dreaming?
- Why were there only puppies and kittens in New Town?
- Why were the people surprised when they saw Jonathan?
- Is this the kind of town Jonathan would like? Why?
- Would you find antique stores and second-hand stores in New Town?

pages 158-159

- Why did Jonathan want to leave the town?
- Why was Jonathan sent to jail?
- How did Jonathan feel when he was sent to jail?

page 160

- Why couldn't Jonathan shout?
- Why did Jonathan's father lift him out of bed?

Why do you think Jonathan wouldn't tell his father about his dream?
Do you think Jonathan would still want new things?
Which parts of the story could be true? Which ones are imaginary?

**discuss theme of story**

Have pupils discuss the proposition "Old things should be thrown away and replaced with new things."

**Experience extension:** Have pupils list what they would want in a place like New Town and develop graphic presentations (mural, collage, models) of their version of New Town. Have pupils dramatize parts of the story.

***Workbook* Follow-up, page 61: Understanding details in a poem**
**Making inferences**

**understand details**

**make inferences**

Have pupils mark an X in the box beside the best response for each sentence.

Have them write an answer for the last question.

Discuss the exercise with pupils. Have them refer to the selection to clarify or support their responses.

# Activity 15*

**Recognizing core vocabulary** – **yet table answer only any much shall small well may set brought dressed boy words**

**read sentences**

**recognize core vocabulary**

Have the following on the chalkboard or on an overhead transparency:

Have you got an answer yet?
The boy put his books on a small table beside the door.
We brought the dishes and began to set the table.
The babies must be dressed in warm clothes.
We don't have much work to do.
We didn't miss any words on the spelling test.
We may go to the party. What shall we wear?
We have only one more story to read.
"Well! What's going on?" roared the magician when his birds flew away.

Have pupils read each sentence. Have them identify the core vocabulary words as you name them.

# Activity 16*

**Applying phonic knowledge – Recognizing that many letters and combinations of letters represent the same sound**

read sentences

recognize vowel sounds

recognize that different letters represent same sound

Have the following sentences and key words on the chalkboard. (Do not underline the words.)

(i) A great big gray snake waved its tail at the eight children in the sleigh. (cake)

(ii) They put the rolls in a yellow bowl.
The road where the coach goes is full of holes. (bone)

(iii) We watched the geese eat the wheat in the field.
The tall stick pierced the green ceiling. (Pete)

(iv) Many men tried to set up the tent.
My friend says that you said it.
They spread the shells on the desk. (ten)

(v) The children got into mischief.
They will build a big igloo.
Put the vegetables in the sieve in the sink. (sit)

(vi) They thought they caught a trout in the water trough. (dog)

Have pupils:

- read each set of sentences aloud
- identify words that have the same vowel sound as the key word beside each sentence (or group of sentences)
- list words in which that vowel sound is present
- note the letters used to represent the vowel sound

# Activity 17

**"The Fox and the Goat": Listening to a fable**
**Writing a fable in the form of a play**
**Dramatizing a play**

recall familiar fables

note characteristic of fables

recognize purpose for listening

attend to a story

Tell pupils that the story they will hear is an Aesop fable.
Have them recall other Aesop fables they studied in Level 6 ("The Ant and the Grasshopper," "The Lion and the Mouse," "The Bear and the Two Travellers").

Have pupils recall that a fable is a story written to teach a lesson or a "moral."

Have pupils listen to "The Fox and the Goat" to discover what lesson the goat learned. Read the fable.

## THE FOX AND THE GOAT

One day a Fox fell into a well and was unable to get out. Soon a thirsty Goat came along. The Goat saw the Fox in the well and asked him if the water was good. The Fox replied that it was the best water he had ever tasted in his whole life. He invited the Goat to come down and try it for himself.

The Goat could think of nothing but quenching his thirst, so he jumped in at once. When he had had enough to drink, he began to look around for some means of getting out of the well. But, like the Fox, he couldn't find one.

The Fox had an idea. He told the Goat to stand on his hind legs with his front legs against the side of the well. If the Goat did this, the Fox would climb on to the Goat's back and, from there, by stepping on the Goat's horns, get out of the well. The Fox promised to help the Goat get out of the well when he got himself out.

The Goat did what the Fox suggested, and the Fox easily got out of the well. Then the Fox walked away.

The Goat called loudly and reminded the Fox of his promise. But the Fox just turned and said, "If you had as much sense in your head as you have hair in your beard, you wouldn't have got into the well without making sure that you could get out again."

—Aesop

**Questions:**

recall details
- Why did the Goat jump into the well?

make inferences
- What two tricks did the Fox play on the Goat?

make judgments
- Do you think the Goat learned a lesson? What lesson did he learn?
- Do you think the Fox behaved in the right way? Why?

interpret a saying

Introduce the expression "Look before you leap."

relate saying to personal experience

Have pupils relate the expression to the story.
Have them give examples of situations in which it would be well to remember this expression.

In another lesson period, reread the fable.
Suggest to pupils that they write the fable in the form of a play.

review written form of a play

Have them review the features of the written form of a play:
- list of characters
- setting
- stage directions
- narration
- dialogue

write a play

Have pupils work in groups to write the fable in the form of a play.

dramatize a play

Have pupils dramatize their plays.

***Workbook* Activity, pages 62-63: Forming sensory impressions**
**Interpreting sound effects for a story**

Discuss the introductory paragraphs on page 62 with pupils.

form sensory impressions

Have them record the numbers of the sound effects to be used with each segment of the story.

interpret sound effects for a story

Have pupils share their responses.

# Activity 18

***Workbook*, page 64: Assessment – Recognizing core vocabulary**

**read sentences**

Give pupils time to read the sentences silently.

In part one, have pupils mark the core vocabulary words as you name them.

| Sentence | Circle | Underline |
|---|---|---|
| 1 | special | brought |
| 2 | thought | early |
| 3 | though | against |
| 4 | yet | own |
| 5 | write | answer |
| 6 | listen | only |
| 7 | women | every |
| 8 | above | those |
| 9 | below | window |

**classify words**

In part two, have pupils mark the words according to the following directions:

List 1: Circle the words that tell where.
List 2: Underline the words that tell when.
List 3: Circle the words that tell things that people can do.

**Checking achievement**

Do pupils

- –use a variety of sentence patterns in their personal writing?
- –revise and proofread personal writing independently?
- –show willingness to share personal writing?
- –read materials that are varied in content and form of writing?
- –read voluntarily when they have free time?
- –show an interest in sharing ideas they acquired from reading?
- –participate willingly in group discussions?
- –show willingness to give oral presentations?
- –participate effectively in dramatizations?
- –interpret material they have read in a variety of ways – dramatization, written responses, graphic representation?
- –follow oral and written directions accurately?

Can pupils
- –apply generalizations for syllabication and accent in two-syllable words?
- –identify root words with prefixes un-, dis-, im-, and suffixes -ful, -less, -ness, -ish, -ment?
- –recognize the schwa sound?
- –apply dictionary skills to locate and select definitions for dictionary entries?
- –use descriptive words to expand sentences?
- –make predictions about story content?
- –supply and understand shades of meaning among synonyms?
- –understand detail and make inferences?
- –classify words?
- –sense emotional reactions?
- –distinguish fact, fiction, and fancy?

# Spelling

## Unit Words

| | | | | | |
|---|---|---|---|---|---|
| boat | off | clothes | better | happened | holiday |
| road | build | threw | dinner | different | finger |
| fast | straw | that's | summer | | Sunday |
| dust | | | rabbits | | |

## Spelling Activity 1

boat fast
road dust

1. Use the pretest procedure with the words at the left.

2. Have pupils note the vowel letters oa represent /ō/ in boat and road.

boats coat
boating coats
float roads
floated toad
floating toads
goat load
goats loaded
oats loading

3. Dictate the words at the left to extend the spelling list.

last must
mast just
past rust
blast trust
faster dust
fastest dusted
fasten dusting

4. Dictate the words at the left to extend the spelling list.
5. Use the WSP with any words that are misspelled.

## Spelling Activity 2

off

1. Dictate the word at the left.
   Check spelling.
   Have pupils note the double consonant f.

straw

2. Dictate the word at the left.
   Check spelling.
   Have pupils note that the short vowel sound /o/ is represented by the letters a and w.

build

3. Dictate the word at the left.
   Check spelling.
   Have pupils note that the short vowel sound /i/ is represented by the vowel letters u and i.

doff paw
scoff raw
builds law
builder saw
building

4. Dictate the words at the left to extend the spelling list.
5. Use the WSP with any words that are misspelled.

***Workbook* Follow-up: page S25**

Have pupils complete the activity independently.

## Spelling Activity 3

Dictate the following sentences:

The car went very fast.
It went off the road.
Can you build a boat out of sticks?
Put the straw in the barn.
There is dust on the floor.

Under your supervision, have pupils check the writing.

## Spelling Activity 4

clothes ←
threw
that's

1. Use the pretest procedure with the words at the left.
2. Have pupils note:
   - –consonant digraph th in each word
   - –silent e in clothes
   - –letters e and w represent /ü/ (vowel sound heard in moon)

blew flew ←
dew screw
few that is
new

3. Dictate the words at the left to extend the spelling list.
4. Use the WSP with any words that are misspelled.

***Workbook* Follow-up: page S26**

Have pupils complete the exercise independently.

## Spelling Activity 5

Dictate the following phrases:

many old clothes
that's a big surprise
threw the ball
a straw hat

Under your direction, have pupils check their writing. Remind them of the importance of the need for care in forming letters and spacing letters and words.

## Spelling Activity 6

better summer ←
dinner rabbits

1. Use the pretest procedure with the words at the left.
2. Have pupils note that each word has a double consonant, but that only one consonant is pronounced.

letter spinner ←
setter thinner
wetter summers
winner rabbit
dinners

3. Dictate the words at the left to extend the spelling list.
4. Use the WSP with any words that are misspelled.

***Workbook* Follow-up: page S26**

Have pupils complete the exercise independently.

## Spelling Activity 7

1. Pronounce the following words, one by one. Have pupils identify the sounds in each word.
   Write the pronunciation symbols for each word on the chalkboard.
   Have pupils write each word. Check the spelling.

| Say | Write |
|---|---|
| build | (bild) |
| straw | (stro) |
| boat | (bōt) |
| road | (rōd) |
| fast | (fast) |
| dust | (dust) |

2. Use the following groups of words with pupils who need additional instruction:

| | | |
|---|---|---|
| five | mind | try |
| dive | find | fly |
| nice | grind | my |
| life | kind | sly |
| mine | | cry |
| shine | | |
| pine | | |

***Workbook* Follow-up: page S27**

Be sure that pupils understand the directions.
Have them complete the exercise independently.

## Spelling Activity 8

happened ←
different

1. Use the pretest procedure with the words at the left.
2. Have pupils note:
   – the double consonants in each word
   – three syllables in the word different

happen
happens
happening

3. Dictate the words at the left to extend the spelling list.
4. Use the WSP with words that are misspelled.

## Spelling Activity 9

Sunday ←

1. Dictate the word at the left.
   Check the spelling.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

2. Dictate the words listed at the left to extend the spelling list.
3. Use the WSP with words that are misspelled.

## Spelling Activity 10

January
February
March
April
May
June
July
August
September
October
November
December

1. Use the pretest procedure with the words at the left.
2. Use the WSP with words that are misspelled.

***Workbook* Activity: page S28**

Have pupils complete the exercise independently.

## Spelling Activity 11

holiday finger

1. Use the pretest procedure with the words at the left.
2. Dictate the words at the left to extend the spelling list.
3. Use the WSP with words that are misspelled.

holidays
holidaying
fingers

***Workbook* Follow-up: page S29**

Have pupils complete the exercise independently.

## Spelling Activity 12

**Assessment**

Dictate the following words, using the test procedure.

Check pupils' spelling and provide follow-up instruction as needed.

Remind pupils to record misspelled words in *Workbook*, page S32.

| | | |
|---|---|---|
| holiday | road | build |
| boat | dinner | happened |
| clothes | straw | dust |
| better | finger | rabbits |
| off | that's | different |
| Sunday | fast | |
| threw | summer | |

*Good for you!*

# Reading a novel: *Strange Lake Adventure*

**Note 1:** *A major goal of every teacher should be that children not only learn how to read but become readers. To become readers, children:*
- *must develop habits of sustained reading and*
- *recognize that reading can be a pleasant recreational activity.*

*A study of the novel* Strange Lake Adventure *is included at Level 7 to further the achievement of these goals.*

**Note 2:** *Through the unit activities of Levels 1-7 of the Expressways program, pupils will have developed a range of word perception and interpretation techniques, and will have applied these in independent reading activities as well as in their reading of instructional materials. However, the books chosen for independent reading and the selections in most pupil texts are usually relatively short and can be completed in one reading period. If pupils are to develop book-reading habits, they must develop the attitudes and skills that enable them to interpret longer selections.*

**Note 3:** *While the enjoyment of the reading experience is of first importance, the study of the novel will serve four principal instructional functions:*

*(i) to help pupils to develop techniques for selecting a book by using title, author, cover design, and so on, to preview it;*

*(ii) to help pupils to follow and to sustain interest in a story that is read over a period of several days rather than all at one time;*

*(iii) to help pupils to develop interpretive techniques that enable them to see the story as a whole – to recognize growth in their knowledge of the characters and setting and to follow the plot development from introduction to conclusion;*

*(iv) to encourage pupils to react to the developing ideas in a long story and to adjust their reactions as the author provides new information.*

**Note 4:** *While the novel will be studied in sections, it should nevertheless be treated as an entity, with each section being considered in relation to the whole. Chapter by chapter study is avoided; rather, the book is divided into sections that provide sustained reading experiences of a length appropriate to most children at this reading level. Although some children may be able to complete a reading of the book in one day, it should be remembered that most people read a book over a period of several days; one of the reader's tasks is to sustain interest in a story over a period of time.*

**Note 5:** *The study of each section is not detailed. Since the primary purpose of the study is to develop a positive attitude towards reading books, enjoyment of the story is essential. Because pupils should be eager to "find out what happens," a thorough analysis of each part of the story would cause undue delay and defeat the main purpose of the reading.*

**Note 6:** *Pupils should not be overly concerned with the identification of every word as they read the book. They should of course use context cues and their knowledge of word structure and phonic principles to advantage; however, like adult readers, they should feel free to skip many unfamiliar words in order to "get on with the story."*
*During the discussion, the teacher should recognize if any pupil is skipping words indiscriminately to the extent that this practice interferes with the pupils' understanding of the story. Further, following the discussion, the teacher might talk with pupils about some of the words in the section just completed, and have them identify the cues to meaning that are provided.*

**Note 7:** *A lively oral discussion following the reading should enhance pupils' enjoyment of the experience and their understanding of the story. It should not be necessary to have written answers to questions about the selection. Suggested discussion questions focus attention on the understanding of plot, characters, and setting.*

**Note 8:** *The organizational pattern in some classrooms, as well as pupil needs and interests, may require the provision of independent activities or follow-up instruction related to the reading. Suggestions for such activities are given at the end of Experience 5. However, it is important that children not get the impression that reading books is always accompanied by exercises to be completed. Teachers should be selective, using activities that will enhance their pupils' understanding and enjoyment of the story.*

**Overview of the novel**
Strange Lake Adventure *is the story of two exciting winter days shared by three children from a Northern Ontario mining community and an old prospector living in a cabin at a deserted mine site. The four main characters are:*

- *Marya Savela – an enterprising sixteen-year-old who gets the story underway by volunteering to take supplies to the prospector by snowmobile*
- *Eric Savela – Marya's brother; an impulsive, talkative, ten-year-old who always seems to act first and think later.*
- *Anna Savela – the youngest of the three children; a quiet, thoughtful, and surprisingly determined nine-year-old.*
- *Howie Stern – A local legend, Howie lives in his remote cabin, carrying on his prospecting and hoping to "strike it rich" again.*

*The three Savelas start out for Howie Stern's, expecting nothing more than a snowmobile ride on a bright winter day, but a series of events alters their plans.*
*About three kilometres from Howie's, they decide to split up, with the two younger children taking a short-cut on snowshoes, while Marya breaks trail with the snowmobile.*
*Anna and Eric reach the cabin to find Howie confined to bed with gout and his fire out. By the time they have taken care of Howie, the children realize that Marya must be in some kind of trouble.*
*As Eric and Anna set out to find Marya, a snowstorm develops, and there are more adventures along the way. Finally Marya is discovered safe in a cave, and the three manage to find their way back to Howie's.*

*Howie tells the children about the strange prospectors from the city who are staking claims all around Strange Lake. The high point of the adventure comes the next day when the children help Howie to stake a claim and race the rival prospectors to record it.*

**The author**

*Sharon Siamon, a teacher, wrote* Strange Lake Adventure *for her Grade 3 class, who read it and suggested changes. Living in Kirkland Lake and teaching in nearby Larder Lake, Mrs. Siamon is familiar with the interests and activities of the children in these real-life mining communities. Her pupils' suggestions and criticisms ensured that the outdoor experiences of the three Savela children were realistic and that the solutions to the problems presented in the novel reflected what "we would do."*

*Sharon Siamon was born in Saskatoon, and both her parents were prairie schoolteachers. Sharon's first teaching experience was in Africa. Following a European holiday, she and some friends hitch-hiked their way up the Nile to Uganda. In Uganda, Sharon obtained a job teaching in the king's palace! The palace school was for all children in the community, and Sharon spent a year teaching those of high-school age.*

*From Uganda, Sharon went to Los Angeles, where she married and had her first daughter. Subsequently, the Siamons moved to Toronto, where their second daughter was born. It was during her pregnancy that Sharon first tried her hand at writing.*
*Completely urban people (Sharon's husband is also a teacher), the family drove north one summer, found some land, and built a cabin. (You will recall her children's account of this enterprise in the article by Amy and Kate Siamon entitled "How We Helped Our Mom and Dad Build a Log Cabin" in* Handstands.*) After several summers on their land, the Siamons decided to move to northern Ontario to live.*
*Sharon Siamon then went to Teacher's College in North Bay, where, encouraged by Dr. Elizabeth Thorn, she started to write again.*

*The novel* Strange Lake Adventure *is based on many real-life people and events. The character of Howie Stern is based on a real prospector named Herman Martin, who for many years lived much as Howie did, in an isolated cabin at a real Martin Bird mine. In the winter of 1978, when Herman Martin's friend went out with supplies, he found Mr. Martin with his fire out and his feet frozen. The friend brought Mr. Martin into town, and the over-eighty-year-old prospector now lives in a retirement home in Kirkland Lake.*
*Howie's "contraption" is based on the interesting "snow buggies" made by a man who specializes in such "contraptions." And although these contraptions are not all royal-tour cars, Sharon Siamon knows of one northerner who did buy a "Queen's limousine."*

**Background information for the teacher**

*It is not necessary that pupils have any detailed understanding of prospecting or mining activities in order to enjoy the adventures of Howie and his young assistants – the reader's attention is likely to be maintained on the struggles with nature and the competition between Howie and his rivals, rather than on the technical details of prospecting and staking claims. However, some pupils may raise questions about the meaning of some of the words or terminology related to Howie's work. The definition of the following terms may be useful in such instances:*

prospector: A person who explores a region for gold, silver, nickel, copper, or other valuable mineral deposits. Prospectors may collect soil and rock (ore) samples for later testing.

mining claim: In mining law, a claim is a piece of crown land that a prospector (miner) claims, through staking and recording, for purposes of extracting minerals.

staking a claim: To "stake a claim" the prospector must fulfil strict and specific requirements. For example (in Ontario):

- The claim must be laid out with boundary lines running north, south, east, and west, and have a claim post at each corner.
- The distance between two posts cannot be more than 396 metres. The No. 1 post must be at the northeast corner of the claim and the others numbered clockwise from there.
- The prospector must:

(i) cut, erect, and mark a post at each corner of the claim;
(ii) on No. 1 post write his or her name and licence number, and the date and hour of staking; on each other post, record his or her name and licence number;
(iii) attach metal prospectors' tags to each post. If two adjacent claims are being staked, a common corner post may be used, but metal tags must be attached to the side that faces the next succeeding corner;
(iv) blaze a line between the posts to mark the boundaries of the claim.

- Who can stake a claim? Anyone over 18 years of age who has a miner's licence. The prospector can have help, but must personally go around all the lines and place the proper markings on the posts.
- How many claims can one person stake? An unlimited number.

recording a claim: After staking a claim, a prospector must apply to the Mining Recorder's Office to record the claim. The recorder will assign a claim number and provide tags with that number on them. The tags must be attached to the claim posts within a set period of time.

- How long may a miner retain a recorded claim? For 200 days, within a period of five years, providing the miner works the claim (for example, digs trenches, drills, makes surveys, chips rocks for assays, and so on) and files reports on these activities at specified times. Claims on which no reports have been received expire within one year. After working a claim for 200 days, a prospector may apply for a mining lease, entitling him/her to surface and mining rights. A miner pays:
- a royalty to the government on the value of the minerals taken out of the claim
- a tax on the total amount of land held under the lease

assay: An analysis of ore to find out how much of a particular metal is in it.

ore: Rock, sand, or dirt containing some metal.

**Teacher preparation**

*Teachers should read the complete novel at least twice before beginning the study.*

*Their purposes during the first reading will be the same as those of the pupils – to enjoy the story and to react to the development of the plot, characters, and setting.*

*It is important that teachers be familiar with the total story so that they can highlight key ideas or significant details as the pupils read. For example, it is suggested at the end of Chapter 1 that, although Anna is usually over-shadowed by her older brother and sister, she can be very determined about some things. While this is a minor point, which children would not likely notice, it lends credibility to Anna's behavior in Chapters 5, 6, and 7, when her determination is critical to the story development. The teacher who knows the story well is able to draw attention to the incident at the end of Chapter 1 and thus increase the children's enjoyment of the reading.*
*A thorough advance study also helps the teacher to direct the pupil discussions that follow each silent reading experience.*

*During the second reading, teachers should study the novel and the guide together and decide what procedure to follow with a particular group of children. They should consider such things as:*
- *the time required for the silent reading of each section*
- *the focus of the discussion questions*
- *follow-up activities, if any, to be used*
- *amount of directed word perception likely to be required, and so on.*

*During this reading teachers might mark their personal copies of the novel, underlining words or details they want to highlight with a specific group of children.*

## Experience 1 (Chapter 1)

**Preparing for the reading**
The teacher should endeavor to introduce *Strange Lake Adventure* in such a way that pupil attention is directed to those features of a book that help the prospective reader to predict its content, interest, and so on.

Have pupils:
- study and comment on the title and the cover picture, noting clues to the nature of the story, its setting and characters
- relate this to the summary comments on the back cover
- survey the Contents page and the illustrations in the book for further indications of the nature of the story content
- note the author and recall stories from earlier books in the Expressways program that she has written ("Mr. McCool" in *Somersaults*; "A Saturday Spin" and "The Skunk on Yonge Street" in *Handstands*; "New Brothers" in *Trampolines*). Children should note as well the essay "How We Helped Our Mom and Dad Build a Log Cabin" by Mrs. Siamon's two daughters, Amy and Kate (in *Handstands*)

Have pupils read the first chapter silently, then discuss the story introduction, using the guidelines that follow.

**Note:** *Guiding questions are intended to stimulate oral discussion. It is not intended that they should impose narrow limits on pupil responses to the story or that they should be answered in writing.*

Teachers will want to supplement these discussion questions with further questions designed to refine and extend pupil answers or to direct attention to detail that pupils don't seem to be considering. Such questions will grow out of responses of individual groups of children.

### Interpretation and reaction

understand character

1. Who is the book going to be about?
   Who do you think will be the most important person? Why?
   (Children will not necessarily agree when answering.)

   What did you learn about Marya in this part of the book? Eric? Anna?
   How did the author help you to get to know each of the characters?

   (Encourage a variety of answers. The actions of the characters are most important – Eric's frenzied search for his clothes and later appearance in someone else's boots; Anna's quiet efficiency and helpfulness, then her determination to get her own way; Marya's sympathetic manner and her practicality. But the ways the children talk, look, think are also relevant. Point out to pupils that they have just met the characters and that, as they continue to read, they will get to know them better.)

predict plot development

2. In a good story, something usually happens to make it interesting and exciting.
   What do you think this story is going to be about?
   (Encourage pupils to predict the general area of plot development.)

recognize relationship between setting and plot

3. Where does the Savela family live?
   Do you think this will be important in the story?
   (Pupils should predict that the combination of winter conditions and the necessity of snowmobile travel will contribute to the story.)

understand character

4. Do you think Eric will be a dependable helper on the trip? Why?

predict plot development

react to story ideas

5. Do you think the children will have a good time? Why?
   (Questions 4 and 5 require pupils to think about story details and express personal reactions. Answers may vary but should be supported.)

Comment briefly on the function of the first chapter of a book in establishing the setting, introducing the main characters, and setting the stage for the plot.

Check recognition and understanding of several key words from the chapter (for example: snowmobile, snowshoes, medicine, abandoned, supplies, survival kit). Direct the application of word perception skills when necessary.

# Experience 2 (Chapters 2 and 3)

Briefly review pupils' predictions about the nature of the story and their ideas about the three main characters in the book.

Assign the silent reading of Chapters 2 and 3. Allow adequate time for all pupils to complete the reading; then discuss the story, using the guidelines that follow.

**Interpretation and reaction**

**recognize plot development**

1. Are the children having the kind of adventure you expected? Discuss.
(Pupils probably predicted plot development centred on the snowmobile trip, but it is unlikely that they predicted the specifics accurately. Help pupils to recognize that authors build a story gradually and that readers must constantly refine their predictions as they learn more about the situation.)

**understand character**

2. Who caused most of the excitement during this part of the trip?
Why did Eric get into so much trouble?
(Pupils should recognize both his impetuous behavior and his lack of knowledge.)

   Why didn't (i) Marya and (ii) Anna get into the same kind of trouble?
(Guide pupils to recognize that Marya's knowledge of winter conditions would have kept her from making Eric's mistakes and that Anna's more thoughtful approach made her unlikely to rush into things in Eric's impetuous fashion. The discussion should bring out the different personalities of the three characters and the influence of this on story development.)

**understand character**

3. Do you feel you know the characters better now? Why?
Who do you think is having most fun? Why?

**recognize relationship between setting and plot**

4. In this part of the story, Anna thinks about some of the pleasant and some of the unpleasant things of winter. What are some of these?
(List pupil responses in two columns on the chalkboard.)

   How have the pleasant things been important in the story?
(Pupils should realize that these were partly responsible for the children's trip.)

   How do you think the unpleasant things might add to the story?
(These should be recognized as complicating what was planned as a simple excursion.)

**react to story ideas**

5. Why did Marya send Eric and Anna off by themselves?
Do you think this was wise? Why?

**predict plot development**

6. What do you think might happen next?
Who do you think is most likely to have an adventure – Marya, or Eric and Anna? Why?
(Pupils should express varied opinions at this point.)
(Have pupils follow the children's route on the map at the beginning of the book and locate their position at this point in the story.)

Check recognition and understanding of words such as trail, engine, nuggets, machine, beaver pond, slush. Direct the application of word perception skills as necessary.

## Experience 3 (Chapters 4-6)

Remind pupils that they had left Marya setting off alone on the snowmobile while Eric and Anna started across the beaver pond on snowshoes. Review their predictions.

Assign the silent reading of Chapters 4-6. Allow adequate time for all pupils to complete the reading; then discuss the story development, using the guidelines that follow.

**Interpretation and reaction**

recognize plot development

1. Have pupils compare their predictions with the actual story development.
   What unexpected things happened?
   (Howie's fire was out; Anna met the lynx, and so on.)

   What clue was there at the end of Chapter 3 that Marya might need the snowshoes?
   (Marya mentions that they should have brought another pair but asserts that she won't need them anyway. This focusses reader attention on the fact that Marya takes no snowshoes with her.)

   What does Howie think about travelling in the winter without snowshoes?

understand character

2. What new character did you meet in this part of the story?
   What did you already know about Howie? What else did you learn?
   (Discussion should include some consideration of what a prospector is and the information about the environment in which Howie chooses to live.)

   What did Anna think of Howie?
   (Have pupils trace her developing reaction from the time she and Eric approached the cabin until they left.)

understand character

3. How does Eric show that he can be serious and responsible when he needs to be?
   (Pupils can find a range of examples, such as his assuring Howie that they could cope, his careful marking of the trail, and so on.)

   Does Eric really change from being silly and fun-loving?
   What things still show this side of his character?
   (Again, pupils should note various incidents, such as his comments about the stove, his reaction to Anna's meeting with the lynx, and so on.)

understand character

4. What new side of Anna's character do you get to know in this part of the story?
   Was this new to Eric?
   When did she show this before in the story? (Eric apparently knows that when Anna decides to do something there's no point in arguing. This was also apparent in her decision to go on the trip.)

recognize relationship between setting and plot

5. The weather is very important in this part of the story. What are some of the problems it causes for the children and Howie?

predict plot development

6. What do you think has happened to Marya?
   What will Eric and Anna do?
   (Answers will vary but should be supported by references to the story and/or pupil experiences.)

Check the recognition and understanding of words such as the following: tumbled-down, cabin, wood stove, wilderness, kindling.
Direct the application of word perception skills as necessary.

## Experience 4 (Chapters 7-10)

Recall briefly the situation at the end of Chapter 6. Pupils should be aware that Eric and Anna were in a rather difficult position and that Marya had apparently disappeared.

Assign the silent reading of Chapters 7-10. Note that this is a long section and allow adequate time for all pupils to read it.

Discuss the story development, using the guidelines that follow.

### Interpretation and reaction

recognize plot development

1. What three important things happened in this part of the story?
   (While there are a number of things children might mention, probably the key events are (i) finding Marya, (ii) learning about the strangers, and (iii) finding the nickel sample.)

predict plot development

2. Are things turning out the way you expected?
   Did Marya, Eric, and Anna each act the way you expected?
   (Have pupils review their impressions of each of the children and give examples of behavior in this part of the story that illustrate their answers.)

understand character

3. Do you feel you're getting to know Howie? Do you like him? Why?

predict plot development

4. What will the next part of the story have to be about?
   (Help pupils to recognize that the author has now developed a situation or presented a problem that requires a solution. The next part of the story logically must deal with this.)

Check the recognition and understanding of words such as the following to ensure that pupils are continuing to apply word perception skills: mine shaft, kerosene lantern, gold fever, plunging, damaged. Direct the application of word perception skills as required.

## Experience 5 (Chapters 11-15)

Have pupils recall that Howie and the children plan to beat the other prospectors and stake a claim. Encourage them to predict problems, and to predict whether Howie will be successful.

Assign the silent reading of Chapters 11-15. Allow plenty of time for the children to complete the reading and enjoy the story ending.
Guide a follow-up discussion.

### Interpretation and reaction

recognize plot development

1. Were you right when you guessed whether Howie and the children would be successful?
Did you expect the race to town? Why not?
(Pupils should recognize that they saw the race to stake the claim through the children's eyes and so shared in their surprise that there was more to obtaining the cash than marking out the area.)

understand character

2. What problems did they have staking the claim?
How did Eric's habit of jumping around all the time help them?
(Probably no one would have noticed the missing tag if Eric hadn't been playing around the prospectors' stake.)

How did Anna's quiet ways help?
(Anna was much more suited than Eric to pace out the boundary and avoid detection by the prospectors.)

react to story ideas

What did you think was the most exciting part of staking the claim?

react to story ideas

3. How do you think the other prospectors felt when they saw Howie's contraption flying down the street?

react to story ideas

4. Why did Mr. Savela say he should sit down to hear the story?
Would you have felt the same way?

react to story ideas

5. Do you think the Strange Lake adventure is over for the three children? Why?
(Pupil ideas will vary, but story endings suggest possibilities for further activities by the children.)

react to story ideas

6. What did you think was the most exciting part of the story?

Encourage pupils to react to the total story but do not prolong or force discussion at this stage. For many children, the resolution of the story problems provides a satisfying conclusion to their study of the novel and further talk about it tends to detract from, rather than strengthen, their impressions.

# Follow-up Activities

after Chapter 1

1. Organize the pupils in work groups of not more than four pupils per group. Have each group choose one of the three children in the story and begin a list of descriptive phrases or events that tell something about the person. For example, Marya: bright-blue snowmobile suit, excited, sixteen, likes to drive the snowmobile, understands how Anna feels, and so on; Eric: ten, somersaults out of chairs, shouts when he speaks, grabs for clothes, more like a hurricane than a person, and so on; Anna: called "the quiet one," dresses quietly without a fuss, thinks about the beauty of the trail to Howie's, helps Marya get ready, and so on.

2. Have pupils paint pictures, giving their impressions of Strange Lake as the children leave on the snowmobile.

3. The story is obviously going to be a winter adventure. Talk with pupils about words and ideas the author uses to establish it as such.

after Chapters 2 and 3

4. Continue Activity 1. Have each group add details from Chapters 2 and 3 to its list.

5. List on the chalkboard the key incidents from Chapters 2 and 3. Have each pupil choose one and paint a picture that illustrates it. Choose one picture showing the children leaving Strange Lake (from Activity 2) and different scenes from this activity. Have them organized in sequence to show the story development.

6. Have pupils list details from Chapters 2 and 3 that contribute to the idea that it is a very cold day.

7. Have pupils dramatize Eric's role as he describes his adventures to his parents. Have them tell about:
   (i) falling in the snow
   (ii) walking into the slush
   (iii) having to go back out on the beaver pond after his first experience

8. The author tells how Anna feels about Eric's behavior but says little about Marya's reaction. Have pupils write what Marya probably thinks about Eric falling off the sled or about his running ahead into the slush.

9. Use experiences from the story as guides for creative movement:
   – Marya checking the ice for slush
   – Eric walking with ice on his boots
   – Anna walking on snowshoes
   – the snowmobile bouncing over the trail

after Chapters 4, 5, 6

10. Continue Activity 4, using Chapters 4, 5, 6.

11. Continue Activity 5, using Chapters 4, 5, 6.

12. Have pupils write a paragraph telling about some of the things Howie had to do on days when he was feeling well.

13. Provide reading materials through which the pupils can:
    (i) learn more about the lynx and
    (ii) find information about other animals that the children might have met.

14. Have pupils list some of the things Eric learned about lighting a fire in a wood stove.

15. Have pupils identify the feeling the author wants to build up as she describes Anna's meeting with the lynx, then note details used to communicate that feeling.

after Chapters 7-10

16. Continue Activity 4, using Chapters 7-10.

17. Continue Activity 5, using Chapters 7-10.

18. Have pupils pretend to be (i) Eric and (ii) Anna, telling a school friend about coming back to the cabin and finding Howie missing. Have the audience compare the way the two children would tell the story and evaluate the role playing.

19. Have pupils construct two sequence charts in columns on the chalkboard. In the first column, headed "Eric and Anna," list the things Eric and Anna did from the time they left Marya at the beaver pond until they met her again in the cave.
    In a parallel column headed "Marya," list the things Marya was doing at the same time.

20. Have pupils note words related to mining and prospecting that are used in this part of the story and discuss their meanings. You might want to develop a chalkboard list for reference.

after Chapters 11-15

21. Continue Activity 4, using Chapters 11-15.

22. Work with the lists from Activity 21.
    Have pupils classify the clues they have listed to identify the kinds of information authors use to tell readers about the people in a book – for example: how they look, what they say, what they do, what others say to them.

23. Continue Activity 5, using Chapters 11-15.
    Pupils should have built up a cumulative record of the story in picture form.
    Using the pictures as a guide, have individual pupils relate the key events of the story.

24. Have pupils work in groups of three or four to select a favorite part of the story and dramatize it for the rest of the group. Following the dramatizations, have the audience judge the extent to which the performers were "in character."

25. (i) Talk with pupils about the fact that *Strange Lake Adventure* tells of the kind of adventure children living in a northern mining community might have.
Have them identify a likely setting for adventure within their own community and note ways in which their adventure would have to differ from the one shared by Eric, Anna, and Marya.
(ii) Work with pupils to create a character, suited to their community, who could fill the role played by Howie in *Strange Lake Adventure*.

26. With pupils, list the four main characters in the story. Then, in a second list, name minor characters who were important but had lesser roles (Mr. Savela, the prospectors, Mrs. MacDuff, the geologist). In a third list, identify characters who were part of the story but did not have an active role (onlookers, Eric and Anna's friends, and so on).

## LANGUAGE RECORD CARD– LEVEL 7

Name_____ Date _____

Use of Experience Range of real experiences available; ability to develop ideas from experience; reference to vicarious experience; ability to see relationships among experiences; ability to recall prior experience; ability to classify things and ideas; ability to relate personal experience to a theme.

Listening Ability to attend for sustained periods; interest in listening to ideas of others; interest in stories; ability to interpret ideas through listening (main idea, sequence, detail, inference, and so on), enjoy interesting language usage; react to the rhythm of poetry; recognize and enjoy various kinds of writing (narrative, tall tale, humor, nonsense, and so on).

Speaking Interest in sharing ideas; confidence in speaking to a group; ability to use language to *question, direct, describe, explain, narrate, reason*; ability to organize ideas for effective oral expression; use of a variety of sentence patterns; fluency of expression; quality of vocabulary – precision, variety, accuracy; quality of ideas expressed; ability to dramatize own interpretation of a story; interpret discussion topic; contribute to a discussion; analyze, summarize, and evaluate a discussion.

Writing Ability to select and organize ideas for writing; ability to dictate a composition; variety of sentence patterns used in writing; understanding of the conventions of written form; interest in writing independently; ability to write independently; ability to use conventions of written form (spelling, punctuation); competence in learning to spell a selected number of words; ability to evaluate handwriting; begin to write smaller letters; express personal opinions in writing; write familiar phrases and sentences; ability to write individual compositions; revise a composition; begin to use various styles of writing.

Reading Understands that reading is interpreting ideas; interest in reading library books; interest in reading group compositions and lesson materials; ability to read compositions and reader selections; development of sight vocabulary; knowledge of phonic principles; establish and apply procedure for identifying unknown words independently; use of context to identify words; ability to interpret ideas; quality of reaction to ideas; ability to interpret ideas and communicate emotions through *oral* reading; ability to form visual, tactile, and auditory impressions; make predictions, using title, illustrations, story characters; ability to infer, make judgments, draw conclusions; ability to understand and interpret relationships.

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## ADDITIONAL WORD-RECOGNITION LESSONS


**Lessons 1-4** Applying phonic knowledge

- Lesson 1 Recognizing that vowel letters represent many sounds
- Lesson 2 Recognizing that consonant letters may represent no sound
- Lesson 3 Recognizing that some consonant letters may represent more than one sound
- Lesson 4 Recognizing that different letters and combinations of letters can represent the same sound

**Lessons 5-8** Understanding syllabication

- Lesson 5 Recognizing syllables
- Lesson 6 Using syllabication as a clue to vowel sound
- Lesson 7 Recognizing the schwa sound of unaccented syllables
- Lesson 8 Recognizing syllables in words containing more than two syllables

**Lesson 9** Using context to determine word meanings

**Lesson 10** Using the dictionary

**Lessons 11-15** Understanding derived word forms

- Lesson 11 Recognizing derived word forms with the prefixes un-, dis-, im-
- Lesson 12 Closing sentences, using derived word forms
- Lesson 13 Recognizing derived word forms with the suffixes -ish, -ment, -ful, -ness, -less
- Lesson 14 Recognizing derived word forms in reading matter
- Lesson 15 Using derived word forms to close sentences


### Lesson 1

**Recognizing that vowel letters represent many sounds**

1. Duplicate the following exercise:

mark correct pronunciation

Read the sentences.
Mark an X beside the correct pronunciation symbols for each underlined word.

1. The children were filled with grief when their dog was taken by a thief.
   _____ gref _____ grif _____ grēf _____ grīf
2. After a day at the beach, we were sunburned, tired, and hungry.
   _____ bech _____ bēch _____ bāch _____ bach
3. Do you like the taste of steak?
   _____ tāst _____ tats _____ tost _____ tast
4. Why did the baby cry?
   _____ hi _____ wī _____ wi _____ wē
5. We will boil the eggs before they spoil.
   _____ boil _____ bōl _____ bil _____ bol
6. Put the cocoa, milk, and sugar in a bowl.
   _____ bul _____ bal _____ bol _____ bōl
7. Let me explain how to braid your hair.
   _____ brad _____ brīd _____ brād _____ brēd
8. The frightened bird gave a loud squawk when it got caught in the trap.
   _____ skwak _____ skwōk _____ skwāk _____ skwok
9. The children sang a hymn in church.
   _____ him _____ hīmn _____ hin _____ hem
10. We put the paintbrushes to soak in some soapy water.
    _____ sok _____ sak _____ sōk _____ sāk

11. We gave the horse some hay.
_____ hā _____ ha _____ hy _____ hō

12. The freight train carried a load of wheat.
_____ fret _____ fright _____ frāt _____ frat

13. The tour guide showed us around the inside of the building.
_____ gūd _____ gīd _____ goid _____ gid

review pronunciation symbols for long and short vowel sounds

recognize that vowel letters represent many sounds

Have pupils review the pronunciation symbols used to indicate long vowel sounds (bake – bāk) and short vowel sounds (bat – bat).
Have pupils follow directions given in the exercise.
Discuss the exercise with pupils, having them note that vowel letters are used to represent many sounds.

2. Reuse the exercise with pupils who need additional instruction.
Have pupils identify words that have the same vowel sound as the underlined word in each sentence.

## Lesson 2

### Recognizing that consonant letters may represent no sound

1. Duplicate the following exercise:

**Note:** *On pupil materials, do not mark the circled words. These words are circled for your information only.*

mark correct pronunciation

Read the sentences.
Mark an X beside the correct pronunciation symbols for each underlined word.
Mark the consonant letter that is silent in each underlined word.

1. The children made a wreath of flowers to hang on the doorknob.
_____ rēt _____ wēt _____ rēth _____ wrēth

2. The children wrote some funny rhymes.
_____ hīmz _____ rīms _____ rīmz _____ rhīms

3. The dog and the badger had a fight.
_____ fītg _____ fīgh _____ fīh _____ fīt

4. The story was about a knight who threw a dragon off a bridge.
_____ kīt nīt _____ knīt _____ nīgh

5. He had written down half of the answers to the problems.
_____ haf _____ half _____ hal _____ alf

6. The lambs huddled together near the hedge.
_____ lambs _____ lamz _____ labs _____ lams

7. Do you know that a midget is a very small person?
_____ small _____ sma _____ smol _____ sal

8. The hikers decided to climb to the lodge that was high on the mountain.
_____ hīgh _____ hī _____ hīh _____ hīg

9. Mother stitched a patch on the knee of my jeans.
_____ pach _____ patk _____ pak _____ pat

review purpose of pronunciation symbols

recall that, in some words, consonant letters represent no sound

Have pupils review the idea of pronunciation symbols, and recall that, in some words, consonant letters represent no sound.
Have pupils follow the directions given in the exercise.
Discuss the exercise with pupils, having them note the letters that represent the sounds that are pronounced in each underlined word.

identify words with consonant letters representing no sound

2. Have pupils identify other words in the sentences that contain consonant letters that represent no sound. (These additional words have been circled for your convenience.)

## Lesson 3

**Recognizing that some consonant letters may represent more than one sound**

1. Duplicate the following exercise:

mark correct pronunciation

Read the sentences.
Mark an X beside the correct pronunciation symbols for each underlined word.

1. The boy had a very bad ache in one of his front teeth, so he went to the dentist.
   _____ āh _____ āch _____ āk _____ āx
2. The doctor gave me some medicine for my cough.
   _____ kof _____ sogh _____ kog _____ kogf
3. The jeweller had beautiful gems in his store.
   _____ gems _____ jemz _____ gemz _____ jems
4. The skies were blue and cloudless.
   _____ skīs _____ shīz _____ skīz _____ sīz
5. The car was stuck in the mud. The men couldn't budge it, so they called a towing truck.
   _____ buj _____ bud _____ bug _____ budj
6. Ralph called his mother on the phone.
   _____ pōn _____ phōn _____ fōn _____ hōn

review purpose of pronunciation symbols

Have pupils review the idea of pronunciation symbols and recall that some consonant letters represent more than one sound.
Have pupils follow directions given in the exercise.
Discuss the exercise with pupils.

recall that some consonant letters represent more than one sound

2. Have pupils develop lists of words that contain vowel combinations that represent different sounds; for example, ie, ei, ea, oe, ui. Discuss the examples with pupils, having them note the sounds that the letter combinations represent. Have pupils write sentences using some of the words.

## Lesson 4

**Recognizing that different letters and combinations of letters can represent the same sound**

Duplicate the following exercise:

recognize that different letters and combinations of letters can represent the same sound

Read each sentence. Note the underlined word. Circle all the other words in the sentence that have the same vowel sound as the underlined word.

1. They loaded the crate on the freight train.
2. My friend will spend ten days with me.
3. The sound of the diesel engine frightened the beasts in the field.
4. Have you been in to see Lyn?
5. The guide smiled while he played his guitar and sang.
6. My sister built an igloo.
7. The mare didn't know that her foal was asleep beside a huge boulder.
8. No loud noise is allowed in the library.
9. I bruised my foot when I pulled off my boot.
10. We can see that you are ready to leave.

Have pupils follow the directions in the exercise.
Discuss the answers with pupils.

## Lesson 5

### Recognizing syllables

1. Write the following words, one at a time, on the chalkboard:

| | | | | |
|---|---|---|---|---|
| market | princess | label | mallard | dawdle |
| Walter | female | quota | barrel | bristle |
| party | divide | banner | announce | marble |
| partner | season | lasso | fizzle | gargle |

identify syllables

Have pupils:

note accented syllable

- –write each word in syllables
- –mark the accented syllable
- –pronounce the word, noting the vowel sound in each syllable
- –explain the letter clues used to divide the words into syllables

2. Have the following sentences on the chalkboard:

Jimmy seldom looked where he was going.
The dappled horse bellowed loudly when it was hitched to the carriage.
The bumblebee landed on the flower's petal.
The riddle baffled our teacher. He couldn't figure out the answer.
The cattle huddled to keep warm and dry during the snowstorm.

explain letter clues used to divide words into syllables

Have pupils:

pronounce words

- –read each sentence
- –underline words that have more than one syllable
- –identify the syllables in each word
- –explain the letter clues used to divide the words into syllables
- –pronounce the words, noting the vowel sounds in each syllable

## Lesson 6

### Using syllabication as a clue to vowel sound

1. Write the following words, one at a time, on the chalkboard:

| | | | | | |
|---|---|---|---|---|---|
| digger | Donald | hotter | ladder | super | siren |
| digest | demand | hotel | ladle | supper | cedar |

use syllabication as a clue to vowel sound

Have pupils:

pronounce words

- –identify the syllables in each word
- –identify the accented syllable
- –tell what the vowel sound will be in the accented syllable, and why
- –pronounce the word

2. Have the following sentences on the chalkboard:

It was not hot in the hotel room because the heating system was broken.
The canoe got stuck in the marshy section of the lake.
The baron wanted a camel as a mascot. He thought it would bring him good fortune.
The fishermen caught seven marlin, twelve tuna, and sixteen salmon.

identify letter clues to syllabication

Have pupils:

identify vowel sounds

- –read each sentence
- –underline words that have more than one syllable
- –identify the syllables in each word
- –explain the letter clues used to divide the words into syllables
- –pronounce the words, noting the vowel sounds in each syllable
- –note that generalizations governing vowel sounds apply only to the accented syllables

## Lesson 7

### Recognizing the schwa sound of unaccented syllables

1. Say the following words, one at a time:

| | | |
|---|---|---|
| dimple (dim′ ə ple) | about (ə bout′) | appeal (ə peal′) |
| provide (pro ə vide′) | blossom (blos′ ə som) | gherkin (gher′ ə kin) |
| canal (ca ə nal′) | sofa (so′ ə fa) | certain (cer′ ə tain) |

recognize vowel sound in unaccented syllable

review term "schwa sound"

Have pupils:
- identify the accented syllable
- identify the vowel sound heard in the unaccented syllable
- review the term schwa sound

Write the words on the chalkboard.

Have pupils:
- write the words in syllables
- mark the accented syllable

insert schwa symbol

- put the schwa symbol above each of the unaccented syllables

2. Have the following sentences on the chalkboard:

The canoe was laden with supplies.
The pencil pricked the balloon.
The children wanted to perform in the circus.
The noise of the machine scared the mountain goats.
The woman wore a cotton coverall to fix the motor.

recognize schwa sound in unaccented syllables

Have pupils:
- read each sentence
- write the underlined words in syllables and mark the accented syllables
- identify the vowel letters that represent a schwa sound in each underlined word

## Lesson 8

### Recognizing syllables in words containing more than two syllables

**Note:** *Encourage pupils to apply their knowledge of syllables by having them study multisyllabic words and identify letter clues that are useful in determining the number of syllables. In discussing pupils' attempts at identifying syllables and pronouncing multisyllabic words, have pupils note that the generalizations governing pronunciation of vowels often do not apply in these words.*

recognize syllables in multisyllabic words

use dictionary to check syllabication

1. Have the following words on the chalkboard or an overhead transparency: (Do not include the syllabication.)

| | | | |
|---|---|---|---|
| megaphone | (meg′ a phone) | probable | (prob′ a ble) |
| magazine | (mag a zine′) | confusion | (con fu′ sion) |
| mackerel | (mack′ er el) | escalator | (es′ ca la tor) |
| excitement | (ex cite′ ment) | musical | (mu′ si cal) |
| aquarium | (a quar′ i um) | excellent | (ex′ cel lent) |

for fun: discombobulates (dis com bob′ u lates)

Have pupils study each word and suggest where the syllable breaks might occur and why. Record pupils' suggestions for each word.

Have pupils attempt to pronounce the words. Guide pupils in using the dictionary to check their suggestions for the syllables.

apply knowledge of syllabication in independent reading

pronounce words of more than two syllables

2. Have pupils watch for multisyllabic words in their independent reading. Have them select two or three words for presentation to the group. Have pupils suggest where the syllable breaks might occur in each word and attempt to pronounce the words.

## Lesson 9

### Using context to determine word meanings

1. Have the following sentences on the chalkboard or on an overhead transparency:

   1. The family was getting ready for a camping trip. They loaded all the essentials – food, tent, sleeping bags, campstove – into the back of the van.
   2. The hikers were startled when a bird flew out of the bushes in front of them. Their dog had surprised the bird and flushed it out of the bushes.
   3. A great crowd of people came to see the famous astronaut. He was one of the men who had landed on the moon.
   4. The food supply was dwindling rapidly. In three days all the food would be gone. The lost hikers decided to ration the food.
   5. When the bus reached the crest of the hill, we could see the whole town in the valley below.

use context to determine word meanings

Have pupils read each sentence and note the underlined word.
Guide them in determining the meaning of each underlined word by using questions that focus attention on context cues. Suggested questions:

essentials: What things did the family load into the van?
Was it necessary to take all those items?
What words can you use to explain essentials? (necessary things; basic things; important things)

flushed: What did the bird do? Why?
What words can you use to explain flushed? (started up suddenly; caused to start up suddenly)

famous: Why was this astronaut a special person?
What other words can you use to explain famous? (very well known; noted; newsworthy)

dwindling: Did the hikers have a lot of food left?
What other words can you use to explain dwindling? (getting smaller in amount; shrinking; getting used up; diminishing)

ration: What could the hikers do to make sure that the food supply lasted longer than three days?
What other words can you use to explain ration? (give out in limited amounts)

crest: Why were the people able to see the whole town?
What other words can you use to explain crest? (top; top of a hill; peak; summit; highest part)

2. Have the following sentences on the chalkboard or on an overhead transparency:

   1. The farmer had worked all day in the hot, dusty field. "I'm parched," she said, as she came into the house. "Get me a glass of water, please."
   2. We didn't know what the TV announcer was saying because the audio wasn't working.
   3. The horse hurdled the fence. It was an easy jump for the animal.
   4. Chet and his friend were innocent. They didn't break the window, but they knew who did.
   5. The midway ride went round and round very fast. The children felt giddy when they got off.

Have pupils read each sentence and note the underlined word.
Guide them in using context cues to determine the word meanings.
Suggested questions:

parched: How would a person feel after working in a hot, dusty field?
Why did the farmer ask for water?
What words can you use to explain parched? (thirsty; dry; wanting something to drink)

audio: Could the people hear the TV announcer?
What word can you use to explain audio? (sound)

hurdled: What words in the sentences give you clues about the meaning of hurdled? (jump; fence)

innocent: Were Chet and his friend in trouble? Why not?
What words can you use to explain innocent? (didn't do anything wrong; not guilty; didn't do any harm)

giddy: What happens to some people when they spin around in circles?
What words can you use to explain giddy? (dizzy; whirling feeling in the head; unsteady)

3. Have the following sentences on the chalkboard or an overhead transparency:

1. The boy cut a slot in the top of the can. It was just the right size for a quarter to slide through easily.
2. The girl and her brother resembled each other. They both had black hair, brown eyes, and turned-up noses.
3. The flag had been on the pole for a long time. It was all tattered from the wind.
4. The hunter took an arrow from his quiver. The case was made of leather.
5. The children planted the peach pips, but they didn't grow.

**determine word meanings in reading matter**

Have pupils read each sentence and note the underlined word. Guide them in using context cues to determine the word meanings.
Suggested questions:

slot: What did the boy do to the top of the can? What can you tell about the size of the opening?
What words can you use to explain slot? (small, narrow opening; groove)

resembled: What words can you use in place of resembled? (looked alike; were similar; had likenesses)
Which words in the sentences gave you clues about the meaning of resembled? (brother and sister; second sentence)

tattered: What are flags made from?
What happens to fabric when it is left out in the wind for a long time?
What other words can you use to explain tattered? (torn; ragged; frayed; in pieces; ravelled)

quiver: What do you think a quiver is?
What words in the sentences give you clues to the meaning of quiver? (case; leather)

pips: What do plants start growing from?
What words in the sentence gave you clues to the meaning of pips? (planted; grow)

4. Say the word listed to the left of each passage, then have pupils try to determine the meaning as you read the passage. After the reading, have pupils discuss context cues and explain the word meaning.

rummaged: Janet couldn't find her crayons. She rummaged through her desk but they weren't there.

aquatic: Fish and whales are aquatic creatures. They live in water.

brink: The deer stood at the brink of the cliff. If it took another step forward, it would fall to the rocks below.

**determine word meanings in listening**

5. Say the word listed to the left of each passage, then have pupils try to determine the meaning as you read the passage. After the reading, have pupils discuss context cues and explain the word meaning.

trickle: A trickle of water was coming from the ice in the frozen stream.

departure: The plane's departure was delayed one hour. It was now scheduled to leave at 9:00 a.m.

launched
delayed: Fifteen minutes before the spaceship was launched, a mechanic found something wrong with one of the oxygen tanks. The space trip had to be delayed until repairs were made.

aerial: We went to an air show on Saturday. It was thrilling to see the pilots perform their aerial tricks.

## Lesson 10

### Using the dictionary: choosing the correct meaning of a word to fit the context

1. Duplicate the following exercise:

> Read the paragraph below.
> Think about the meaning of each underlined word.
>
> The spectators waited excitedly for the equestrian team to enter the arena. When the riders came into view, the audience began to applaud loudly. The horses cantered into the ring.
>
> ap plaud: express approval by shouting, clapping.
>
> a re na: 1. a space where contests or shows take place. 2. a building where indoor sports are played: There is a hockey game at the arena tonight.
>
> au di ence: 1. the people gathered to see or hear a performance. 2. an interview with an important person.
>
> can ter: 1. a horse's gait, faster than a trot but slower than a gallop. 2. move with this gait: The horse cantered across the meadow.
>
> e ques tri an: having to do with horseback riding.
>
> ring[1]: 1. put a ring around. 2. a space for races, games, showing animals. 3. a thin circle of metal: She wore two gold rings.
>
> ring[2]: 1. give forth a clear sound, as a bell does: Did the telephone ring? 2. make a sound by ringing.
>
> spec ta tor: a person who watches an event such as a game, parade, stage show.

review how words defined in dictionary

Have pupils read the paragraph.
Have pupils review how words are defined in a dictionary.
Have them study the dictionary meanings of the underlined words.
Use the following questions to guide pupils' study:

select correct meaning for context

- Why is the word spectator given last in the dictionary entries?
- What entry word do you use for cantered?
- Which meaning for ring fits the way the word is used in the paragraph?
- Which meaning for arena fits the way the word is used in the paragraph?

review alphabetical order of entries in dictionary

For some pupils, you may wish to review alphabetical order of dictionary entries.
Write the following words on the chalkboard:

| | | |
|---|---|---|
| archer | explore | spin |
| cheeky | drape | resign |
| spot | razor | crocus |
| round | effort | enter |

Have pupils put the words in alphabetical order.

2. Duplicate the following exercise:

> Read the paragraph below. Find the meaning of each underlined word.
> Remember to choose the meaning that fits the meaning of the sentence.
>
> The children scuttled into the woods. They concealed themselves in some scrub. Their friends would have a hard time to spot them here. They waited breathlessly, didn't speak, and suppressed a spell of the giggles.
>
> con ceal: hide.
>
> scrub[1]: rub hard; wash or clean by rubbing.
>
> scrub[2]: low, small trees or shrubs.

**scut tle**[1]: a kind of bucket for holding or carrying coal; a hod.

**scut tle**[2]: scamper; scurry.

**scut tle**[3]: a small opening with a lid or cover, especially in the deck or the side of a ship.

**spell**[1]: 1. Write or say the letters of a word in order. 2. mean: *Those clouds spell a storm.*

**spell**[2]: a word or set of words supposed to have a magic power.

**spell**[3]: a period or time of anything: *The child has spells of coughing.*

**spot**: 1. a mark or stain. 2. make spots on. 3. place in a certain spot. 4. pick out; find out. 5. a place: *You can see the river from this spot.*

**sup press**: 1. hide; refuse to make known. 2. keep in; hold back; check: *She suppressed a yawn.*

**select correct dictionary meaning for context**

Have pupils read the paragraph and discuss the meanings of the underlined words. Encourage them to explain how the context helped them to determine which dictionary meaning to choose.

**review how words defined in dictionary**

Have pupils study the dictionary entries and review how words are defined in the dictionary.

Use the following questions to guide pupils' study:

Which word meanings did you need to check in the dictionary? How did the dictionary meanings help you?

Which underlined words are not shown as entry words? Why?

Which meaning for *scrub* fits the way the word is used in the paragraph?

Which meaning for *spot* fits the way the word is used in the paragraph?

Which meaning for *spell* fits the way the word is used in the paragraph?

**review alphabetical order of words in dictionary**

For some pupils, you may wish to review alphabetical order.

Write the following words on the chalkboard:

| | | | |
|---|---|---|---|
| pamper | cloud | cyclone | splotch |
| second | squash | surface | some |
| tailor | seat | snicker | shiver |
| soon | special | spike | calm |

Have pupils put the words in alphabetical order.

**answer questions on dictionary page**

3. Duplicate the sample dictionary page that follows. Have pupils use the dictionary page to answer the questions in the following exercises:

(i) Have pupils review the ways in which words are defined in the dictionary – explanation, use in illustrative sentence, diagram or illustration.

**identify two-syllable words in dictionary**

Have pupils identify entry words that have two syllables and note where the syllable breaks occur.

Have pupils note that many words have more than one meaning.

Ask: How many meanings has
- the word *ash*? (note two entry words)
- the word *comb*?
- the word *mind*?

(ii) Have the following exercise on the chalkboard or an overhead transparency:

1. They *called* their dog Beetle.
2. People who like to ski don't *mind* snowy weather.
3. We watched the space *launch* on TV.
4. The searchers *combed* the woods looking for the lost child.
5. The cupboards are made of *ash*.
6. We *daubed* red paint on the puppet stage.
7. We gathered 100 *bundles* of paper on our paper drive.

Have pupils read each sentence, note the underlined word, and then choose the correct meaning from the dictionary page.

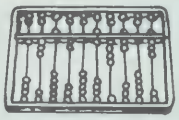
(iii) Have the following questions on the chalkboard or an overhead transparency:

1. How is a moth different from a butterfly?
2. Two kinds of hats are described on the dictionary page. What are the names of the hats?
   Which hat is bigger?
3. Would it be extraordinary to see a dodo today? Why?
4. What is an abacus used for?
5. Would you be likely to see an auk in your community?
6. Are tigers extinct?
7. What is a chicken's comb?
8. Name something that pesters you.
9. Which entry word means motorboat?

Have pupils use the dictionary page to answer the questions.

Sample Dictionary Page

ab a cus: a frame with rows of counters or beads that slide back and forth: Abacuses are used in China and Japan for counting.



ash[1]: what remains of a thing after it has been completely burned: Ashes have to be removed from fireplaces.

ash[2]: 1. a kind of tree. 2. the tough, springy wood of this tree: Ash is used in making hoe handles.

auk: a diving sea-bird having short wings that are used mainly as paddles: Auks are found in arctic regions.

be ret: a soft, round cap of wool, felt, etc.

bun dle: 1. a number of things tied or wrapped together. 2. a parcel or a package. 3. send away in a hurry: They bundled Roy off to the hospital in an ambulance.

but ter fly: an insect with a slender body and four large, often brightly colored wings.

call: 1. speak loudly. 2. shout; cry: I heard the swimmer's call for help. 3. give a name to. 4. a short visit or stop.

comb: 1. a narrow, short piece of metal, rubber, plastic, etc., with teeth, used to arrange or clean the hair or hold it in place. 2. clean; take out tangles in; arrange with a comb. 3. search through. 4. the thick, red, fleshy piece on the top of the head of chickens and some other fowls.

daub: 1. cover with plaster, clay, mud, or any soft material that will stick. 2. paint badly.

do do: a large, clumsy bird not able to fly: Dodos are now extinct.

ex tinct: 1. no longer existing: The dinosaur is an extinct animal.

ex tra or di nar y: very special; remarkable: Two and a half metres is an extraordinary height for a man.

launch[1]: 1. cause to slide in the water. 2. start. 3. throw. 4. the act of launching a rocket, ship, aircraft, etc.

launch[2]: an open motorboat used for pleasure.

mind: 1. that part of a person that knows, remembers, wishes, chooses, etc. 2. take care of. 3. obey. 4. feel bad about.

moth: 1. a winged insect very much like a butterfly, but flying mostly at night. 2. a small, winged insect that lays eggs in wool, fur, etc.

pes ter: annoy; trouble: Flies pester us.

som brer o: a broad-brimmed hat worn in the southwestern United States, Mexico, and Spain.

ti ger: a large, fierce animal of Asia that has dull-yellow fur striped with black.

## Lesson 11

**Recognizing derived word forms with the prefixes un-, dis-, im-**

recognize derived word forms with prefixes un-, dis-, im-

use context cues to determine meaning of derived forms

explain how prefix changes meaning of root word

1. Have the following sentences on the chalkboard or an overhead transparency:

   1. The angry hockey player disobeyed the doctor's orders.
   2. The rider dismounted after riding her horse for three kilometres.
   3. It was impossible to cross the lake in a row boat.
   4. The impolite boy threw his friend's cap into the water.
   5. On his birthday, John could hardly wait to unseal the surprise package.
   6. The untrained dog jumped on the chairs and upset a plant.

   Have pupils read each sentence and identify words containing the prefixes un-, dis-, im-.
   Guide pupils in (i) using context cues to determine the meaning of each derived word and (ii) explaining how the prefixes change the meaning of the root words.

## Lesson 12

**Closing sentences, using derived word forms**

Duplicate the following exercise:

use derived word forms to close sentences

use prefixes dis-, im-, un- to form derived words

In each of the following sentences there is a missing word.
Fill in the correct word by adding a prefix—
dis-, im-, un-,
to the root word (or words) beside the sentence.

| | |
|---|---|
| lock | 1. We had the wrong key and couldn't _____ the door. |
| obeyed | 2. The dog _____ its owner and ran through the flowerbed. |
| pure | 3. The hikers were thirsty, but they didn't want to drink the _____ water in the river. |
| honest | 4. A thief is a _____ person. |
| popular | 5. Our dog is _____ with the neighbors because he chases their cat. |
| tangle | 6. We had to _____ the rope before we could skip with it. |
| connect | 7. Mother told us to _____ the TV when the thunderstorm began. |
| patient<br>politely | 8. The _____ driver honked his horn and then yelled _____ at the driver ahead of him. |

note meaning of derived form

Have pupils follow the directions in the exercise.
Discuss the answers with pupils, having them note the meanings of the prefixes and the derived word form.

## Lesson 13

**Recognizing derived word forms with the suffixes -ish, -ment, -ful, -ness, -less**

Have the following sentences on the chalkboard or an overhead transparency:

1. Mother was astonished to find out that I was sick and feverish.
2. Some people act in a childish way when they don't get what they want.
3. We got a dollar in payment for our work.
4. Have you made all the arrangements for the party?
5. The puppies are delightful.
6. A broken leg is very painful.
7. Do you have a toothless smile?
8. Is it very dark on a moonless night?
9. He missed the play because of illness.
10. The people in the fitness class jogged every day.

identify derived word forms with suffixes -ish, -ment, -ful, -ness, -less

Have pupils read each sentence and identify the derived word forms containing suffixes.
Guide pupils in determining the meaning of each derived word form.

**Lesson 14**

**Recognizing derived word forms**

recognize derived word forms in reading selections

Have pupils find examples of derived word forms in reader selections or group compositions.
Have them write sentences using the derived forms.

use derived word forms in sentences

**Lesson 15**

**Using derived word forms to close sentences**

Duplicate the following exercise:

use derived word forms to close sentences

use suffixes -ish, -ment, -ful, -ness, -less to form derived words

In each of the following sentences there is a missing word. Fill in the correct word by adding a suffix –

-ish -ment -ful -ness -less

to the root word (or words) beside the sentence.

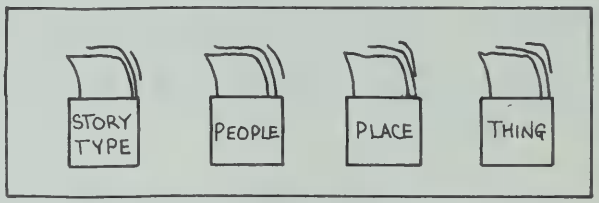
| | |
|---|---|
| fool | 1. The _____ dog barked at the tree's shadow and then made a |
| play | _____ jump at the lowest branch. |
| beauty | 2. The dancers' costumes were very _____ . |
| home | 3. The fierce storm destroyed buildings and left many people _____ . |
| bright | 4. When she came out of the dark room, the _____ of the sunlight hurt her eyes. |
| child | 5. The bad-tempered woman behaved in a _____ way. |
| move | 6. The children's sudden _____ startled the ducks, and they flew away, quacking loudly. |
| self | 7. The _____ boy grabbed all the toys and wouldn't let anyone else play with them. |
| lonely | 8. Robbie's _____ ended when his mother came home from the hospital. |
| excite | 9. The runaway pony caused a lot of _____ . |
| breath | 10. The children were _____ from chasing each other in a lively game of tag. |

Have pupils follow the directions in the exercise.
Discuss the answers with pupils.

## GAMES AND ACTIVITIES

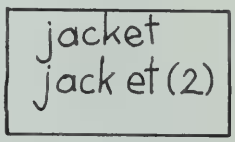
### 1. Select-a-Story
**To provide practice in story composition**

Make 4 decks of cards (5 cm x 10 cm). On one deck, print the names of types of people (doctor, scientist, invalid); on another, names of things (mansion, egg, sky); on the next, names of places. (China, deserted island, a glacier); and on the last, types of stories (mystery, humorous, adventure, detective). Make as many cards as you like for each deck, and change them if you feel it is necessary. On a large sheet of cardboard, make four pockets. Label a pocket for each deck, as: Story Type; People; Place; Thing. Put cards, reverse side forward, in the corresponding pocket. Color code them for easy sorting.




Pupils select one card (at random) from each pocket, print the chosen words at the top of a sheet of paper, and write a story of the type indicated.

### 2. Baseball
**To provide practice in syllabication**




Make 25-30 cards on which are written words of 1 to 4 syllables.
Under the word, write the word in syllables,
with the number of syllables in brackets beside it.
Make a game board on which there is drawn a baseball diamond with the three bases and home plate marked.
The game is played by 2 teams, with 2 or 3 players on each team. Each player has a playing chip.
The "pitcher" on team A picks a word card and reads the word to the first player on team B.
If that player correctly tells the number of syllables in the word, he/she moves his/her chip to first base.
When the second player gives a correct response, he/she moves his/her chip to first base and the first player moves his/her chip to second base.
When a player reaches home base, the team has scored a point. An incorrect response is counted as an out. When a team has 3 "outs" they become the pitchers. At the end of the game, the team with the most runs wins.

### 3. Dictionary Detective
**To provide practice in using a dictionary to find definitions**

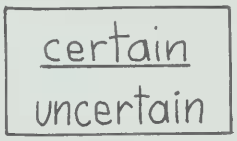
The game is played in pairs. Each player has a dictionary, a pencil, and paper.
Each player finds, in the dictionary, a word (familiar or unknown) that he/she likes and writes it on a piece of paper. On another piece of paper the player writes, in his/her own words, the meaning of the chosen word. Each player repeats this procedure until 10 words have been selected and defined.
When both players have finished, one player gives the other the pieces of paper defining his/her 10 words.
One player then reads out one of his/her 10 words while the other player selects, from the 10 sheets of paper, the correct meaning(s) for it. If the correct definition is selected, the player wins a point and the definition is turned face down.
The game continues until this player has attempted to define his/her partner's 10 words. Then the second partner has the opportunity to define the 10 words selected by the first player. The player with the highest number of points wins the game.

4. **Help!**
**To provide practice in employing context clues**

Any number can play. One player, the reader, selects a story and reads it. The reader may stop at any point in a sentence and say "Help!" (but should select a place where the next word is fairly obvious). The player (listener) who can supply the next word gets a point. If more than one listener supplies the correct word, each gets a point. The listener with the most points at the end of the story becomes the reader.

5. **The Ungame**
**To provide practice in using the prefixes un-, im-, and dis-, to form words meaning the opposite of the root word**

Make a deck of cards (about 30-40) on which are written root words.
Underline the root word and, beneath it, by using a prefix, write a word that is its opposite in meaning, as:




Two to 4 players are needed.
Each player is dealt 3 cards. The rest of the deck is placed face down on the table.
Each player, in turn, turns to the player on his/her left and reads the underlined root word from one of his/her 3 cards. The player responds with the negative, or opposite, form of the word. A player who answers correctly takes the card and places it in front of him/her. A player who answers incorrectly, places the card face up beside the deck. A player who runs out of cards takes 3 more. The player with the most cards in front of him/her, when the deck is gone, wins the game.
Some words to use are:

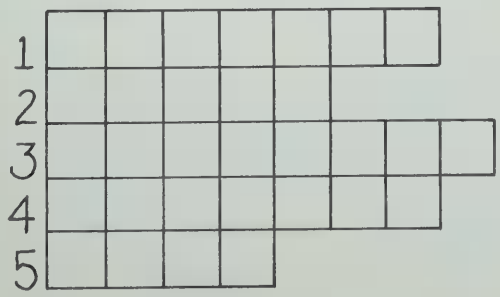
| | | | | |
|---|---|---|---|---|
| happy | possible | wrap | patient | mount |
| tidy | friendly | safe | please | appear |
| connect | button | content | continue | polite |
| properly | perfect | passable | do | tie |

6. **Or Should I Say?**
**To extend vocabulary and provide synonym practice**

On a mimeograph sheet, write 5 to 10 numbered sentences. Underline one word in each sentence.
Below the sentences, in random order, write a synonym for each of the underlined words.
Below the synonyms have a series of squared rectangles, numbered in the same order as the sentences. Each row should contain the same number of squares as there are letters in the synonym answer.
The pupils read the sentences and note the underlined word. Then, in the appropriate row, they print the correct synonym from those given. The number of squares provides a clue.
For example:

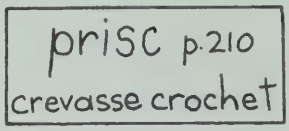
1. Harry hit his friend in the face.
2. Will you throw the ball to me?
3. If you are thirsty, I will give you a drink.
4. He screamed when he saw the ghost.
5. Can you jump from the top of the stairs?

phantom beverage leap pitch slapped



7. **Scrambled Dictionary**
**To provide practice in using dictionary skills and writing words in sentence context**

Make a series of cards (40-50) on each of which is written a scrambled word. Underneath the word, write the dictionary page number and guide words from that page. For example:




The pupil selects 5 cards, and uses the dictionary to unscramble each word. The pupil must then use the word in a sentence, to show that he/she understands its meaning.

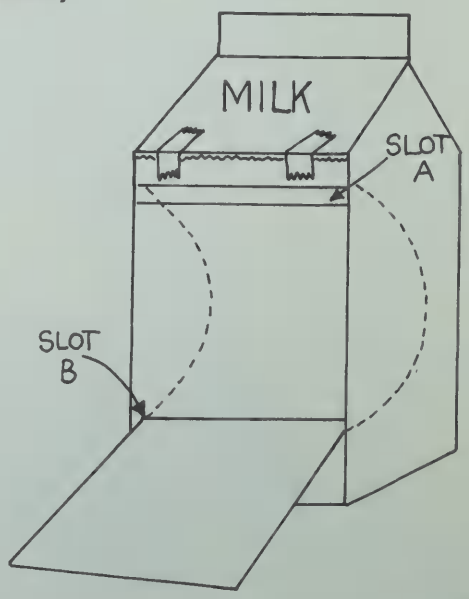
8. **Anagram Race**
**To provide practice in using word elements**

Make available a box full of small cardboard squares on which are written the letters of the alphabet. Each of 2 to 4 players takes 7 letters and places them face down in front of him/her.
When all are ready, one pupil says "Go!" The players then turn their letters over and try to form a word as fast as possible. The first player to form a word gets 2 points; the next player gets 1 point. The letters are then put back in the bag and mixed well. The procedure is repeated. The first player to get 15 points or over wins.

Variation: As pupils become more competent, minimum standards can be set. For example, the words they form must be over 3, 4 (and so on) letters.

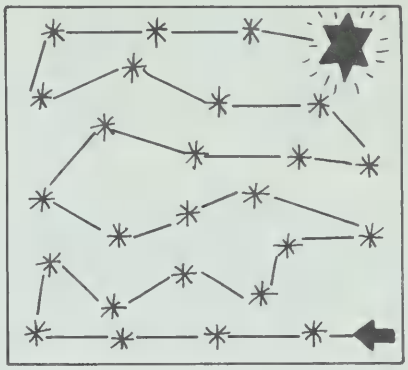
9. **Compute-O-Word**
**To provide practice in reading definitions and to extend vocabulary**

Out of a one- or two-quart (litre) milk carton make a mini-computer. At the top of the carton, make a slot (A) the width of the carton; about 5 cm from the bottom, make another slot (B) the same width. Insert a strip of Bristol board into the slots so that it protrudes slightly from the top slot (A) and about 10 cm beyond the bottom slot (B). Attach the top portion to the carton. Be sure the Bristol board curves inwards inside the carton. Decorate the carton if you wish.
Make a series of cards that are about 5 cm wide and 8 cm long. On one side, in black, write a dictionary definition. On the reverse side, write, in red, the word that it defines. The players place the cards in front of them, black side up. The first player takes the top card, reads the definition, and says or writes the word it defines. The player then feeds the card, black side up, into the A slot of the computer. When the card slides out from slot B, with the red (answer-side) up, the player's response can be checked against it.




Variations: (a) Different sets of cards can be made up for different skills.
(ii) Pupils will enjoy making up their own cards.

## 10. Alpha Star Trip
**To provide practice in alphabetizing words**



Have a game dial available. Make a game board about 30 cm square, as shown. Make 4 different-colored stars to be used as markers. Make a series of about 20 cards, on each of which there are 3 words, written in red. On the reverse side of each card, write the 3 words in alphabetical order, in black. Place the cards, red side up, in an envelope on the table. Each player, in turn, spins the dial to determine how many stars he/she is to travel. Before landing on a star, the player must take a card (red side up) from the envelope, read the words, and then say them in alphabetical order. A player who answers correctly moves his/her star the indicated number of steps. A player who answers incorrectly cannot move. The first star to reach the big Star is the winner.

## 11. Transform-a-Word
**To provide practice in working with word elements and spelling**

Make mimeographed sheets of rectangular grids having 4 squares across and 10 to 15 down. Make a stack of word cards on which you have printed pairs of words of 3 or 4 letters, similar to the following:

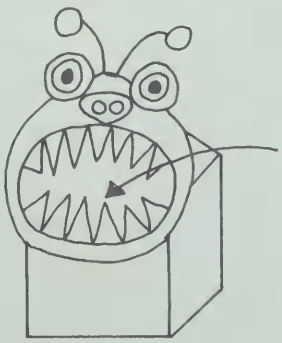
| | |
|---|---|
| give – take | shoe – sock |
| pin – hot | bug – tic |
| tall – mule | find – lose |
| warm – cold | Joe – Bob |
| two – ten | love – hate |

| | | | |
|---|---|---|---|
| l | o | v | e |
| l | i | v | e |
| g | i | v | e |
| g | a | v | e |
| h | a | v | e |
| h | a | t | e |
| | | | |

The pupil selects a card and prints the first word at the top of the grid, placing one letter in each box. Changing only one letter at a time, the pupil must change the word into the second word in as few moves as possible, as in the example shown.

Variations:
(i) Pupils can time themselves or race another child.
(ii) Pupils will enjoy making up their own word-pair cards to add to the pile.

## 12. What the Monster Ate
**To provide opportunity for forming and expressing sensory experiences**

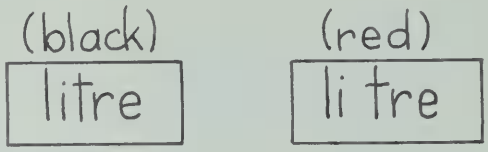


Make a Monster (or, preferably, have some of the pupils make it) by attaching a large, fierce, cardboard face to a big box in such a way that the mouth is the only passage into the box. Put a number of objects (for example: pencil, ruler, ball, sneaker, book) into the Monster's mouth (that is, into the box).
Pupils work in pairs for this activity. The first pupil puts his/her hand into the Monster and, without looking, describes the object in terms of what he/she can feel – size, shape, texture, length, and so on – and, if known, the object's use. The player's partner must guess what the object is before he/she has a turn.
Vary the contents of the box and encourage children to bring in (well-hidden) things that they can "feed" to the Monster.

## 13. Syllable Split

**To provide practice in dividing words into syllables**

Make a deck of cards on which are written, in black, words of 1 to 4 syllables (or make several decks for different levels of skill). On the reverse side of each card, print the word in red, dividing it into syllables. For example:

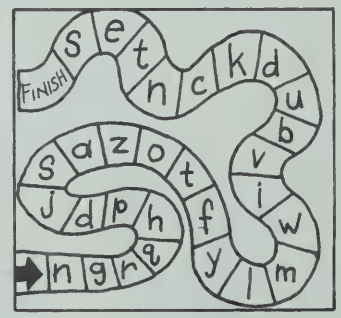



This game is played by 2 players. Each has a pencil and paper. The cards are shuffled and placed black side up on the table. The first player looks at the top card, reads it, and writes down the word, splitting it into syllables. The player then flips the card over to check his/her response. If the response is correct, the player scores a point and places the card in a discard pile. The player with the most points at the end of the game is declared the winner.

## 14. Alphascription

**To provide practice in using descriptive words and to extend vocabulary**

On a game board, about 30 cm square, insert a curving track marked off in segments. In each segment, write a letter of the alphabet. Provide a game dial to indicate the number of spaces to be moved. Each player, in turn, spins the dial and moves the number of spaces indicated. The player must then give a number of adjectives (descriptive words) that begin with the letter in that segment (the number to be given – 2, 3, or 4 – having been previously determined). For example, if a player lands on the M and the number of responses is 3, the player could say mad, magnificent, muddy. A player who cannot supply the required number of adjectives must return to where he/she was on the previous turn. The player who finishes first is the winner.




Variations: Noun cards may be used. Before spinning the dial, the player picks a card. The adjectives given must describe the noun on the card. For example, for the noun car, the player might give the adjectives Mercedes, magnificent, metal.

## 15. Prefix-Suffix-Mix

**To provide practice in combining prefixes, suffixes, and root words**

Make about 52 cards (3 cm x 5 cm) on which are written prefixes, suffixes, or root words. Use as many different prefixes and suffixes as the pupils know, and a large variety of root words, including nouns, verbs, adjectives.

Two players are needed. The deck is shuffled and divided in half. The first player spreads out his/her cards face up and builds as many words as possible by combining root words with prefixes or suffixes or both. The second player times the first player (five minutes) and records the player's responses. The positions are then reversed. The player with the most correct responses wins.

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